mansfield

MANSFIELD STATE COLLEGE
MANSFIELD, PENNSYLVANIA 16933

the catalog

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Announcements in this catalog concerning regulations, fees, curricula, or other matters are subject to change without notice.

MANSFIELD STATE COLLEGE

UNDERGRADUATE CATALOG

1975 - 1977

THE COLLEGE CATALOG

MANSFIELD, PENNSYLVANIA 16933

Mansfield State College is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, natural origin, ancestry, sex or age.

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ACADEMIC CALENDAR 1975/76

FALL SEMESTER 1975

Faculty Orientation	August 29
Reigistration	September 2
Check-in, Classes begin	September 3
Last day to add classes	September 17
Pre-registration for spring semester	October 13-31
Mid semester grades due	October 29
Last day to drop classes	November 6
Thanksgiving break	November 27-30
Classes resume	December 1
Special class schedule, final exams	December 16-19
Last day of classes	December 19
Semester grades due	January 2

SPRING SEMESTER 1976

Registration	January 19
Check-in, Classes begin	January 20
Last day to add classes	February 3
Pre-registration for fall semester	March 15-April 9
Mid semester grades due	March 16
Last day to drop classes	March 25
Spring break	March 26-April 5
Classes resume	April 6
Special class schedule, Final exams	May 10-13
Last day of classes	May 13
Commencement	May 15
Semester grades due	May 17
Alumni Week-end	June 26-27

The College reserves the right to modify the Academic Calendar subsequent to printing.

ACADEMIC CALENDAR 1976/77

SUMMER SESSIONS 1976

Registration, Classes begin	June 7
Last day of classes, Final exams	June 25
Registration, Classes begin	June 28
Last day of classes, Final exams	August 6
Registration, Classes begin	August 9
Last day of classes, Final exams	August 27

FALL SEMESTER 1976

Faculty Orientation	September 3
Registration	September 7
Check-in, Classes begin	September 8
Last day to add classes	September 22
Pre-registration for spring semester	Oct. 20 - Nov. 19
Mid semester grades due	October 29
Last day to drop classes	November 9
Thanksgiving break	November 25-28
Classes resume	November 29
Special class schedule, final exams	December 17-21
Last day of classes	December 21
Semester grades due	December 23

SPRING SEMESTER 1977

Registration	January 17
Check-in, Classes begin	January 18
Last day to add classes	February 2
Pre-registration for fall semester	March 16 - April 20
Mid semester grades due	March 10
Last day to drop classes	March 21
Spring break	March 25 - April 4
Classes resume	April 5
Special class schedule, Final exams	May 9-12
Last day of classes	May 12
Commencement	May 14
Semester grades due	May 16

*Some of the dates in this calendar are tentative and subject to change.

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facts about the college

GENERAL INFORMATION

philosophy

Mansfiels State College is a multi-purpose undergraduate institution, offering a broad variety of degree programs in the Schools of Arts and Sciences, Teacher Education, and Fine and Applied Arts. Within this context, the College is dedicated to innovation and experimentation, to the continuing education of and service to our citizens, and to serving our region as a major cultural and fine arts resource.

The College stresses the development of alternative living and study facilities for its students, including non-traditional classrooms and diversity in student housing, and encourages informal student-faculty contacts, Similarly, the College is concerned with all student services. In addition to the development of innovation and experimentation within the existing programs, the College is committed to extend and modify the offerings so that the location and times of classes allows the opportunity for life-long learning to residents of the entire region at whatever post-secondary level their education may require: undergraduate, graduate or non-academic education.

The College is beginning, too, to identify ways in which it can assist the industry, businesses, and other agencies of its area in providing appropriate in-service courses for the needs of area residents.

history

The Mansfield Classical Seminary, "under the patronage of the East Genesee Conference of the Methodist Episcopal Church, but in no sense a church or sectarian school, was formally opened January 7, 1857 with 105 students. A fire in April, 1857 destroying the brand new building precipitated serious financial difficulties with which the stockholders struggled for several years. In 1862 a proposal was made to apply to the state to become a State Normal School, and December 12 of that year Mansfield became the third normal school in Pennsylvania. The first state appropriation ($5,000) arrived in the winter of 1863.

Most of the students in the first years of the Normal School took the elementary curriculum, although the scientific and classical courses were offered as well. The first catalog (1864-66) notes a music department. By 1866, there was a model school for student teaching and there were 300 students. In 1887 the Normal School of Music was organized on the plan of the European conservatories. In addition to a four year conservatory course, there was a two year course in public school music.

The campus was comprised of one building until 1874, and the area was virtually bare of trees. By 1890, there were four buildings on campus and the students and faculty had provided and planted trees for landscaping. By 1905 there were 400 students.

Courses of study were modified throughout the state normal school system in 1902 to include a three year course together with the two year course which was the usual class time until 1925, when the four year class became standard.

Domestic science was a course at Mansfield prior to 1920; however, the curriculum was developed to the point that by 1930 ten home economics majors were being graduated each year.

Until 1920, though part of the state teacher-training system, the Normal School was still owned by stockholders. That year, the institution was purchased by the state and

placed under full state control.

Mansfield was given authorization in 1926 to grant bachelor of science degrees in elementary and secondary education and music and home economics. On May 13, 1927 Mansfield became the first institution in Pennsylvania to be designated a state teachers college.

The status remained until the name became **"Mansfield State College"** in 1960. Enrollment had remained low throughout the thirties and early forties. After the Second World War, the veterans returned and enrollment hit a record high of 900. The figure maintained itself around 800 throughout the fifties until the beginning of the "boom" in 1958; enrollment broke 1000 the following year and burgeoned, together with a building program throughout the 1960's.

Enrollment hit a peak of 3100 in 1971 and has since leveled off The optimum figure is about 2900.

Emphasis in curriculum swung to the liberal arts in the 1960's, though Mansfield prides itself on the consistent strength of its record in teacher education as well.

Always strongly oriented to vocational demands, Music and Economincs remain MSC's "special" curricula, each having branched into professional performance and vocational emphasis in response to student need, just as courses in liberal arts have.

On December 21, 1965, Mansfield was authorized to grant masters degrees in elementary, mathematics, English, history and music.

Indications for the future show Mansfield keeping on in the same direction constantly concerned in vital programs which respond to the needs and demands of its community.

In its hundred years of transition from an academy to its present level status, Mansfield State College has rambled up a lovely hill at the edge of Mansfield, Pennsylvania, a small farming community which has similarly evolved into a residential borough.

Because the view from virtually any point at the College included a breathtaking sweep of timbered mountains interspersed with quiet farmlands, members of the college community tend to consider the whole Tioga River Valley part of their campus.

As one might suspect, hunting, fishing, hiking, skiing, snowmobiling and sunset-watching are favorite extra-curricular activities at Mansfield. Pine Creek Gorge, Hills Creek Lake and the Tioga-Hammond dams are quick drives from campus, and Watkins Glen, New York State Finger Lakes, Denton Hill, Pinnacle and Oregon Hill skiing areas are picnicking distance away.

Mansfield is situated at the junction of U.S. Routes 6 and 15, thirty miles from Corning and from Elmira, New York, and fifty from Williamsport.

buildings and grounds

The campus of Mansfield State College occupies a hilltop overlooking the Borough of Mansfield. Architects have made use of the College's sloping 175 acres to create attractive grounds, where tall trees and lawns provide an atmosphere of quiet beauty.

At present the campus buildings include:

Allen Hall. This structure contains a communications center, theatre, laboratories and facilities for classes in art and audio-visual education.

Athletic Facilities. Recently completed and added to the facilities are seven tennis courts, three combination tennis and volleyball courts, softball field, band practice field, football practice field, a new baseball diamond and the conversion of the old track into an all-weather track.

Belknap Hall. This building contains general classrooms, faculty offices and lounge, language laboratory and a cartography room.

Catherine E. Beecher Cottage and Ellen H. Richards Cottage. These homes are used by members of the home economics education department for home management residency.

Decker Gymnasium and Natatorium. A large playing floor, Olympic pool, locker space and the offices of the physical education staff are provided here.

Grant Science Center and George B. Strait Planetarium. This recently compledted structure contains classrooms and laborities, lecture halls, and a planetarium.

Home Economics Center. Facilities are provided in this building for home economics education. Included are textile, equipment, clothing, curriculum, and foods and nutrition laboratories; a nursery school; reading room and living center. Recent renovation has melded the warmth of an old building with the utility of the best modern laboratories.

Doane Health Center. This building provides facilities for eighteen beds, nurses' station, doctor's office, examining rooms, reception room, patient's lounge and one classroom.

Recreation Center. Formerly the College Gymnasium, the Rec Center provides for some classes, registration, and much of the recreational program of the College. This building also includes offices for Security, Public Relations, and Development.

Retan Center. This building is the Elementary, Secondary and Special Education center of the College and contains classrooms and faculty offices as well as the Learning Disabilities Center.

South Hall. This office and classroom building houses faculty and administrative offices and the campus radio station. It occupies the site of the original Mansfield Classical Seminary.

Straughn Auditorium. Seating 1,250, the auditorium is provided with modern motion picture equipment, stage and lighting facilities for concerts, dramatic productions and a three-manual Austin organ.

VanNorman Field. Completed in 1966, this natural semi-amphitheatre for football and track commands a sweeping view of the community and surrounding hills. Additional permanent seating, concession stand, dressing rooms, in addition to a Tartan track were constructed in 1969.

Will George Butler Music Center and Steadman Theatre. This building is air-conditioned and contains complete facilities for music education. The building includes individual and ensemble practice studios and a threatre with seating capacity for five hundred.

college libraries

LIVING CENTERS

Mansfield strongly supports the idea that knowledge gained from sharing ideas and experiences with others in the informal situations which residence halls provide is a vital element in one's education. The residence halls have distinctive life-styles among which the students choose after their first year of residence at the College. With the exception of North Hall, which has housed Mansfield women for nearly one hundred years, the halls have been constructed within the past ten years.

Cedarcrest Manor
Laurel Manor
Maple Hall
North Hall
Pinecrest Manor
Hemlock Manor

OTHER PURPOSE BUILDINGS

Alumni Hall. The ground floor of this dual-purpose building houses most of the administrative offices. The upper floors house the main collections of the College libraries.

Manser Hall. This building includes dining and food preparation facilities for 1000 students, faculty dining room, complete kitchen and bakery facilities, snackbar and bookstore. The campus bookstore and snack bar is operated by College Community Services.

Memorial Hall. This is the student center, housing spacious recreation rooms, television lounge, snack bar, information center, conference rooms and offices for student service organizations and college administrative personnel.

The President's Home. This small Georgian mansion sits near center campus. Its brick exterior coordinates with the other campus buildings and echoes the tradition of the early days of the College.

The College Libraries aim to provide students and faculty with a well-selected and representative collection of books, periodicals, documents, pamphlets, microfilms, and non-book materials in all fields of study. The Libraries contain more than 145,000 volumes and over 446,000 microforms. In addition, they subscribe to nearly 2,000 periodicals. Since 1968 the Libraries have been a selective depository for U.S. Government Documents.

Most of the Libraries' collections are housed in the Main Library located on the upper two floors of Alumni Hall. This facility can accomodate 350 readers in a variety of seating-lounge furniture, study carres, tables and chairs. An experienced team of reference librarians with specialized subject backgrounds is on hand in the Reference Room to help users exploit its resources. If specialized research materials are not available in its collections, users may ask the reference staff to borrow them on interlibrary loan. A teletypewriter is used to speed inquiries through Pennsylvania's network for interlibrary loans.

Branch libraries are located in Butler Center and Retan Center. The Butler Center Library houses the music collection and related materials, including over 6,000 phonograph records. The records are accessible to users through a electronic dial retrieval system.

The Retan Center Library houses all curriculum material. Included are a book collection representative of books used in elementary and secondary school libraries, textbooks, syllabi, and such teaching aids as cartridge sound films, transparencies, pictures, phonograph records, cassettes, and filmstrips.

accreditation

Mansfield State College is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music.

Individual departments also hold membership in the regional and national professional societies associated with their respective discipline.

undergraduate and graduate studies

Since it was first authorized to grant the Bachelor of Science Degree in Education, Mansfield has expanded its curriculum to include study in anthropology, art, biology, chemistry, criminal justice, earth-space science, economics, elementary education, English, French, geography and regional planning, geology, German, government and politics, health and physical education, history, home economics, library, mathematics, music, philosophy, physics, psychology public school nursing, sociology, Spanish, special education and speech and theatre.

The College offers graduate programs leading to the Master of Education Degree (M.Ed.) in elementary education, English, history, mathematics. music education, and special education. The Master of Arts Degree (M.A.) is offered in English, history, psychology and music, and the Master of Science Degree (M.S.) is offered in music. In addition to these programs, graduate courses are offered in art, geography, home economics, and political science. A reading certification program is offered in connection with the departments of elementary education, secondary education and English.

For further information about graduate study at Mansfield State College, consult the Graduate Catalog.

summer sessions

The Summer School Sessions provide opportunities for students to satisfy a wide range of educational needs. Courses are offered in pre and post sessions of three weeks duration plus a main six weeks session. Individual courses and workshops are interspersed throughout each session. Course work may be taken for any one of several purposes: Acceleration or advanced standing, certification requirements or transfer work. The present program consists of undergraduate and graduate courses which meet degree requirements in all program areas offered by the College.

continuing education

The Continuing Education Program at Mansfield State College was created for the purpose of extending college services and facilities to all adult residents of the rural Northern Tier Region of Pennsylvania. Faculty from each of the academic departments cooperate with the Division by assisting with the selection of appropriate educational activities and by teaching. In addition, surveys are conducted each semester to determine the types of services desired by the area residents.

At Mansfield College, courses and services are available to all Northern Tier citizens of Lycoming, Tioga, Sullivan, Bradford, Potter and parts of McKean and Cameron Counties. The College Educational Delivery System also provides consultant, research, and computer services to schools, community agencies, governmental agencies, business establishments, industrial firms, professional groups, and individual citizens. Groups which want to utilize campus facilities for conferences or workshops can arrange such events by contacting the Office of the Division of Continuing Education.

Admission to the College is not required for any courses offered in the Mansfield Continuing Education Program, though all students wishing admission in a degree program must be approved by the Admissions Office and, if applicable, the Graduate Office before their official admission. Non-admitted students may register for undergraduate credit courses as "special students" in most general studies classes. For graduate credit, "special students" are required to hold an undergraduate degree from an approved four year college.

equal education opportunity program

The Equal Opportunity Program at Mansfield is designed to assist individuals with potential for success in college and future leadership roles who would not qualify for regular admission. The program is designed to make available to those students the opportunity of enrolling at Mansfield. At present there are two academic programs under the EEOP: Act 101 and the Academic Opportunity Program. Supportive services, i.e., tutoring, professional counseling, financial and academic advisement are provided as integral components of both programs.

However, under Act 101 financial aid based on need is emphasized and students must demonstrate financial eligibility.

Minimum academic qualifications are necessary for entrance into the program with the possession of a secondary school diploma or high school equivalent.

The program is committed to assure equal education opportunity for all persons, regardless of race, color, religion, national origin, ancestry, sex or age.

general alumni association

The Mansfield State College Alimni Association dates from 1871, chartered under the laws of the Commonwealth of Pennsylvania for the purpose of fostering among its graduates a spirit of fellowship and continuing loyalty to the College.

The Amumni Association keeps its members informed of college news and of alumni activity through the annual **Mansfieldian** and **Newsletter** supplements throughout the year. The Association sponsors travel programs and coordinates alumni volunteer work, particularly in the area of recruitment of students and staff. Alumni Clubs throughout the country hold regional meetings and lend support to college projects.

Alumni Week-end in the early summer and Homecoming in the fall are two annual campus events honoring the alumni. At Alumni Week-end, the Association presents its citation to an alumnus in recognition of distinguished contributions to that person's community and society.

admissions procedure

REQUIREMENTS FOR ADMISSION

1. General scholarship as demonstrated by:
   a. graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Education.
   b. a satisfactory score in the Scholastic Aptitude Test of the College Entrance Examination Board, and such other tests as the College may deem necessary.
2. Satisfactory recommendation as to the student's character, personality traits, attitudes and interests (from the high school principal, guidance director or other school official acquainted with the student).

Completion of the following secondary school work is recommended as minimum preparation:

English	3 credits
history or social studies	2 credits
laboratory science*	2 credits
algebra and/or plane geometry	2 credits
foreign language	2 credits
electives	5 credits

*The student planning to select home economics as a major should be aware of the need for a background in chemistry.

When a student has been granted admission and fails to enroll, his acceptance for admission will be valid for no more than two years following the month for which admission was granted. After two years such students must reapply for admission as a new applicant and meet the standards for acceptance current at the time of reapplication.

The College reserves the right to establish or change admission standards as it deems necessary.

All applications for admission should be made to the Dean of Admissions, Mansfield State College, Mansfield, Pennsylvania 16933.

APPLICATION PROCEDURES [Freshman]

1. Return the application form found on the last page of this bulletin with the ten-dollar application fee. Applicants will be accepted beginning July 1 following the junior year of high school.

2. The applicant will receive a personnel form and a high school record form by return mail.

3. Return the forms as indicated. SAT scores should be forwarded to the Admissions Office.

4. Beginning in mid-September, applications will be processed as they are completed until enrollment quotas have been met. To be certain of consideration the student should initiate an application by December of the senior year of high school.

IF ACCEPTED FOR ADMISSION, THE APPLICANT WILL BE REQUIRED TO SUBMIT A PHYSICAL EXAMINATION REPORT ON THE FORM PROVIDED BY THE COLLEGE. No student shall be registered in any teacher education program who has, in the opinion of the College, disabilities which would impair his service as a teacher.

Early Decision. Consideration for Early Decision for fall entrance will be given to those candidates who meet prescribed requirements in terms of secondary school achievement and junior year SAT scores. Those offered admission through Early Decision will be required to submit scores from a senior year examination of the SAT. Applicants who qualify for Early Decision will be notified approximately September 25.

ADMISSION PROCEDURES [Transfers]

1. An applicant for transfer to Mansfield State College must submit all credentials required for the admission of a freshman, with the exception of SAT score results.

2. The applicant must also send official transcript(s) from the college(s) previously attended. Transcripts and admission data should be sent to the Dean of Admissions before April 1 for the fall semester or before October 1 for the spring semester.

3. Transfer applicants for the fall semester are notified as early as December 1 prior to the desired enrollment date.

4. The College recommends that a transfer student complete four semesters of satisfactory work prior to matriculating at Mansfield State College. Those intending to transfer into the art, music or home economics departments should consider transfer after completing two semesters of work.

5. If at the time an applicant is approved for transfer to Mansfield State College he is enrolled as a student at another institution, it will be understood that such admission has been granted on a provisional basis only. The student must receive honorable academic and social dismissal before admission will be finalized. Application should be submitted not later than the fourth semester so that admission may be granted for the fifth semester.

Credit will be given for acceptable courses pursued in accredited college institutions. Courses taken by correspondence are not acceptable. Mansfield State College accepts undergraduate credit transferred from approved non-accredited colleges. This credit is subject to validation by one year's successful work after transfer and may then be counted toward undergraduate degree requirements at Mansfield State College.

No student may be granted and receive a degree from this College without a minimum residence of one year. A minimum of thirty-two semester hours of work earned on campus will meet the requirement for one year residence.

Degree candidates who wish to pursue any part of the program of studies for a degree at another institution will be required to secure prior approval from the Office of Academic Affairs.

REGISTRATION REQUIREMENTS FOR NEW STUDENTS

The College requires each entering student to present evidence of having taken the following within twelve months prior to the initial registration date:

1. tetanus toxoid immunization
2. negative tuberculin test and/or negative chest X-ray.

This evidence may be obtained from a physician and must be submitted after the student has been offered admission.

READMISSION OF FORMER STUDENTS

All former students excepting those in continuous education who have not been in regular attendance during the previous semester must apply for readmission to the College.

An applicant for readmission should complete the form on the last page of this bulletin and return it with the ten-dollar non-refundable re-evaluation fee by May 1 for the fall semester or by November 15 for the spring semester. A statement concerning the status of the applicant since withdrawal from the College including such information as employment, college course work completed, military service, etc. should accompany the application.

CERTIFICATION

Applicants desiring endorsement for teacher certification by Mansfield State College (e.g., B.A. in Biology degree holder seeking certification in Secondary—Biology; B.S., Sec. Ed. holder seeking added certification in Elementary Education) must complete or submit the following if they are not a Mansfield State College graduate.

1. Personal interview with the Dean of Teacher Education.

2. Application form found on the back page of this catalog together with the ten-dollar application fee. (Please note that certification candidates do not complete the section of the application form requesting information concerning high school attendance).

3. Personnel form provided by the College.

4. Official Transcripts of all college work completed.

   IF ACCEPTED FOR ADMISSION, THE APPLICANT WILL BE REQUIRED TO SUBMIT A PHYSICAL EXAMINATION REPORT ON THE FORM PROVIDED BY THE COLLEGE.

M.S.C. graduates desiring certification should contact the Dean of Admissions for advisement.

SPECIAL STUDENTS

Special students are non-matriculated students who fall into any of the following categories:

1. Continuing Education — In-service teachers working toward permanent certification or courses taken for personal enrichment.

2. High School honor students — high school students in the upper quarter of the academic section who have recommendation from the principal or guidance counselor to take advanced work for college credit.

3. Undergraduate college students — students taking courses at Mansfield State College for transfer to another college.

Special students are exempt from the academic standards required of matriculated students. A maximum of 36 semester hours of academic work as a special student at Mansfield State College may be accepted into a degree program after formal admission as a matriculated student.

fees and charges

FEES AND CHARGES ARE SUBJECT TO CHANGE WITHOUT NOTICE

TUITION:

The basic fee for full time undergraduate Pennsylvania resident students is $400.00 per semester for twelve (12) to eighteen (18) credits. Credits over eighteen (18) are charged at the rate of $33.00 per credit. Out of state undergraduates pay a basic fee of $750.00 for twelve (12) to eighteen (18) credits and $60.00 per credit for credits over eighteen (18). A graduate student carrying nine (9) to fifteen (15) credits pays $400.00 if a Pennsylvania resident and $750.00 if out of state. The per credit hour charge for graduate credits over fifteen (15) is $43.00 for Pennsylvania residents and $80.00 per credit for out of state residents. The basic fee covers registration and the keeping of student records, use of the library, student welfare, health service and laboratory facilities. Fees for courses audited are the same as those taken for credit. The College offers a waiver of tuition to dependents of employees, graduate assistants, and to certain foreign students. Additional information concerning tuition waiver is available through the Revenue Office.

As a guideline for determining the applicable basic fee, a student shall be classified as a **Pennsylvania resident for tuition purpose** if he/she has a Pennsylvania domicile.

Domicile is the place where one intends to and does in fact permanently reside. Because the determination of whether a student intends to reside indefinitely in Pennsylvania is necessarily subjective, documentary evidence, statements from disinterested persons and the presumptions set forth below will be considered:

a. Continuous residence in Pennsylvania for a period of twelve months prior to registration as a student at a college or university in the Commonwealth creates a presumption of domicile. Although one is presumed not to be a domiciliary if one has resided for a shorter period before attending a college or university, a student may rebut this presumption by convincing evidence.

b. A person attempting to establish domicile must be a citizen or must have indicated by formal action his intention to become a citizen or must have been admitted to the United States on an Immigrant Visa. A tourist or student (non-immigrant) visa is not proof of domiciliary intent.

c. A married woman is presumed to have the domicile of her husband; however, such presumptions may be rebutted by convincing evidence of an independent Pennsylvania domicile. A Pennsylvania domiciliary who marries a non-resident shall continue to be classified as a Pennsylvania resident if he/she registers at a college or university within one year of his/her marriage.

d. A minor is presumed to have the domicile of his/her parent(s) or guardian. The age of majority in Pennsylvania for establishing a domicile for tuition purposes is twenty-one. However, a minor may prove emancipation and independent domicile through convincing evidence.

e. A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his/her legal residence, will be presumed to have a Pennsylvania domicile. Others in in government service may, by convincing evidence, establish Pennsylvania as their domicile.

f. A student receiving a scholarship or grant dependent upon domicile, from a state other than Pennsylvania, is not domiciled in Pennsylvania.

A student may challenge his/her residency classification by filing a written petition with the Director of Budgets and Accounts.

If the student is not satisfied with the decision made by the Director of Budgets and Accounts in response to the challenge, the student may take a written appeal to the office of the Secretary of Education, Education Building, Harrisburg, Pennsylvania. His decision on the challenge shall be final.

Any reclassification resulting from a student's challenge shall be effective for tuition purposes as of the date such challenge was filed.

A student who changes his domicile from Pennsylvania to another state must promptly give written notice to the college or university.

HOUSING FEE

The housing fee for students living in campus residence halls is $231.00 per semester which includes CENTREX telephone service (does not include toll charges). Linen and pillows are not provided.

Students planning to reside in State dormitories reserve their room with a $35.00 advance room deposit for which they subsequently receive a credit against their housing fee. The advance deposit is forfeited if not used in the semester to which it is applicable.

DINING FEE

The fee charged for use of the College's Dining Service is $226.00 per semester, and includes all meals while College is in session. **All students residing in dormitories must pay this fee,** with the exception of students requiring a special diet for health reasons. A copy of the special diet must be obtained from an attending physician and submitted to the Dietician in the College Dining Hall; if the Dietician is unable to furnish the diet the student will be exempted from paying this fee. Students not living in dormitories may pay this fee and use the College's Dining Service.

OTHER FEES

Student Community Building Fee. All students attending a State College with a Student Community Building (Memorial Hall at Mansfield) shall pay this fee on the following per-semester basis:

1 to 6 credits:	$ 2.50
7 to 11 credits:	$ 5.00
12 or more credits:	$10.00

Testing and Counseling Fee. There will be a non-refundable testing and counseling fee of $10.00 per incoming student, payable one time only.

Late Registration Fee. Each student registering after the date officially set for registration is required to pay an additional fee of $10.00. The same regulation shall apply to approved deferred payments.

Infirmary Fee. The services of the College's physician and nurses are available to those who are ill or injured. The cost of medicines and dressings for minor ills or injuries is included in the basic fee as previously explained; however, students must pay for special prescriptions or preventive vaccines. In addition, day students in the infirmary **without** dining privileges will be charged for the cost of meals.

Applied Music Instruction Fee. The charge for required private lessons will be $45.00 per semester. Additional private lessons which are not required will be charged at the rate of $45.00 per semester per credit.

Med-Tech Fee. A $25.00 administrative fee is charged to students in the clinical period of the Med-Tech program in lieu of tuition payments.

Credit By Examination. A $25.00 fee is charged for each examination administered.

(See page 39 for additional information on receiving credit by examination).

Application Fee. A fee of $10.00 is required of all applicants. It is not refundable and is not credited to a student's account.

Acceptance Fee. The incoming student accepts an offer of admission by paying an additional fee of $40.00 as a guarantee of his intention to enter the College. This fee is not refundable, but upon enrollment is credited toward the student's basic fee. The student has one year from the time this fee is paid to enroll and use the fee as a credit on his account; after this time the fee is forfeited.

Degree Fee. Every candidate for a degree is required to pay a diploma fee of $5.00. An application form must be filed with the Registrar at the beginning of the semester in which the student expects to attain the degree.

Cap and Gown Fee. The current fee of $15.45 includes purchase of cap, gown, hood, and 10 announcements. This fee is paid directly to College Community Services, Inc.

Transcript Fee. Transcripts issued directly to students may not be considered as official transcripts. A fee of $1.00 is paid for the second and each subsequent copy of the academic record. The fee is waived for transcripts to be used in connection with induction, enlistment, or achievement in the armed forces.

Summer School Fees. For Pennsylvania residents: $33.00 per undergraduate credit hour and $43.00 per graduate credit hour; for out-of-state students: $60.00 per undergraduate credit hour and $80.00 per graduate credit hour. Activity fee is $6.00 per six-week session (for students enrolled as summer freshmen, $32.50 per 12-week session). Room and board is charged at the rate of $30.00 per week. Student Community Building fee is $1.00 for courses of one to three weeks duration; $2.00 for courses of four to six weeks duration (for students enrolled as summer freshmen, $10.00 per twelve week session).

Continuing Education. Students enrolled in Continuing Education Courses (only) pay the following rates for tuition: $33.00 per undergraduate credit hour and $43.00 per graduate credit hour (Pennsylvania resident rates); for out-of-state students: $60.00 per undergraduate credit hour and $80.00 per graduate credit hour. The Building Fee and Damage Fee are not applicable to students enrolled solely in off-campus Continuing Education courses, and the Activity Fee is optional. Other fees and charges are due as applicable.

Part-time Students. Students enrolled on a part-time basis (less than 12 undergraduate or 9 graduate semester credit hours) in on-campus instruction pay the following rates for tuition: $33.00 per undergraduate credit hour and $43.00 per graduate credit hour (Pennsylvania resident rates); for out-of-state students: $60.00 per undergraduate credit hour and $80.00 per graduate credit hour. Part-time students enrolled in on-campus instruction also pay the Building Fee and Damage Fee as well as other fees applicable; however, the Activity Fee is optional for undergraduate students taking less than 7 credits (see explanations of individual fees to determine applicability).

DELINQUENT ACCOUNTS

Students will not be permitted to enroll for any semester, to receive a degree, or to have honored a request for a transcript of records until all overdue accounts have been paid. Students withdrawing from the College during a semester will be required to receive clearance of all accounts from the Revenue Office.

SCHEDULE OF PAYMENTS

All students shall be expected to clear up receivables remaining from prior semesters before registration. This policy shall be followed without exception.

It is desired that all payments for a particular academic session be made prior to registra-

tion; however, the Revenue Office shall have authority to allow a student to defer 50 % of the balance of the current semester obligation, after deduction of expected scholarships and grants, for a period of six weeks in consideration of the late payment fee (the late fee shall be applied to a student's account only once per semester).

Repayments

Tuition. Partial refunds of tuition will be made according to the following schedule when a student voluntarily **withdraws from the College** because of personal illness, certified to by an attending physician, or because of such other reasons as may be approved by the Vice President for Student Affairs. This schedule will also be followed in the case of part-time students **dropping credit hours** and full-time undergraduates reducing academic programs below 12 semester hours of credit or reducing credit hours over 18. (schedule changes must be approved through the Office of Academic Affairs).

Regular Session	WEEK						
	1	2	3	4	5	6	7
	75%	75%	50%	50%	50%	50%	0%

Repayment of the previous fees will **not** be granted to students who are temporarily suspended, or are indefinitely suspended or dismissed, for the semester during which the suspension or dismissal occurs.

Housing Fee. One half the housing fee will be refunded when the student voluntarily leaves the dormitory during the first two weeks of the regular session or the first week of a summer session. Housing fees will not be refunded after this as the College has been committed to furnish housing and may not be able to fill the vacant space. When a student withdraws from the College because of **illness,** certified to by an attending physician, the same table used previously to refund tuition will be applied.

Dining Charges. Dining charges will be refunded (on a weekly basis) for the time when the student is not at College after withdrawal, or for non-dormitory students who desire to discontinue the dining privilege. In both cases, the dining ticket must be returned to the Revenue Office before the refund may be processed.

Miscellaneous Fees. Fees other than those listed above will not be refunded for the semester involved.

All computations and processing of refunds shall originate with the Revenue Office. Checks and money orders must be made payable to the Commonwealth of Pennsylvania, except Activity and Common Damage Fees, which are payable to College Community Services, Inc.

COLLEGE COMMUNITY SERVICE, INC. FEES

Student Activity Fees. An activity fee is collected and administered through a cooperative organization approved by the Board of Trustees. This fee covers the cost of student activities in athletics, lectures, entertainment, student publications, etc. Checks covering activity fees must be made payable to College Community Services, Inc. and paid at or before registration. This fee is required of all students unless indicated below (asterisks (*) indicate optional category):

Part-time

Undergraduate	(1-6 cr)	$16.25*
Undergraduate	(7-11 cr)	$16.25
Graduate	(1-8 cr)	$16.25*

Full-time

Undergraduate	(12 cr)	$32.50
Graduate	(9 cr)	$32.50*

Damage Fee. The cost of damage that can be attributed to an individual, or group of

individuals, will be paid by the responsible student (s). In addition, $2.00 is collected each academic session from all on-campus students to cover malicious damage on campus that cannot be attributed to individuals. This fee is paid directly to College Community Services, Inc., and is not refundable; money remaining at the end of each fiscal year, if any, is used for improvements as determined by the Student Government Association.

SUMMARY OF TYPICAL UNDERGRADUATE EXPENSES PER SEMESTER

	IN-STATE	
	DORMITORY	COMMUTER
Tuition (12 or more cr.)	$400.00	$400.00
Room and Board	457.00	
Building Fee	10.00	10.00
Activity Fee	32.50	32.50
Damage Fee	2.00	2.00
Testing & Counseling	10.00	10.00
Books and Supplies	70.00	70.00
	$981.50	$524.50

	CUT-OF-STATE	
	DORMITORY	COMMUTER
Tuition (assumes 15 cr.)	$750.00	$750.00
Room and Board	457.00	
Building Fee	10.00	10.00
Activity Fee	32.50	32.50
Damage Fee	2.00	2.00
Testing & Counseling	10.00	10.00
Books and Supplies	70.00	70.00
	$1331.50	$874.50

PHILOSOPHY OF STUDENT PERSONNEL

The basic goals of the Student Personnel Staff are to organize and administer the activities of students so as to promote a total climate of learning at Mansfield State College. Our aim is the overall development of the student as an individual with an integrated personality capable of functioning fully within our society.

Our futher goals are to encourage responsibility for self-regulation, social responsibility, independence in judgement, flexibility in thinking and actions, and self-confidence, to promote greater self awareness, better understanding of other people, and less prejudice in thinking, to promote more effective communication between students and faculty-administration, to encourage greater concentration on the role of counseling rather than the role of disciplinarian, holding with the belief that discipline should be administered with a view to education and positive change.

The student personnel staff believes that the student is an individual with dignity and worth in his own right. He has responsibilities to the society in which he lives with regard to assuring that the dignity and worth of other individuals is not overlooked or ignored as he strives to meet his needs or goals. The student should be assisted to achieve optimum development — intellectually, socially, physically and emotionally in order to enhance him in his roles as student, parent, teacher and citizen.

The student who is motivated to achieve optimum development has a higher probability toward developing criteria to examine his present culture with a view to maintaining those aspects which are desirable and changing those aspects which are undesirable. In accordance with the prevailing system of justice which obtains in our society, a student is innocent until proven guilty beyond reasonable doubt.

The Student Personnel Program is made up of various areas such as the Vice President for Student Affairs, Dean of Student's Office, Counseling, Financial Aid, Health, Housing and others which not only provide services but also complement and/or supplement the curricular program by their emphasis on the learning of habits, attitudes, skills and values. The student should be involved, in accordance with his abilities and the existing college rules and regulations, and in formulation of the rules and regulations governing his activities as a member of the college community.

GENERAL COLLEGE REGULATIONS

Acceptance of admission to Mansfield State College constitutes agreement to comply with its rules and regulations. Every student, regardless of age or location of college residence, is responsible for knowlwdge of these rules and regulations as outlined in the Password, the student handbook. The student is also responsible for knowledge of any and all revisions or additions of college rules and regulations.

Basic to the code of conduct are the regulations governing alcoholic beverages, illegal drugs, public disturbances, gambling, and student obligations and responsibilities. These policies have been formulated by a joint student-faculty committee and adopted by the Student Government Association, the Faculty Association and the College Board of Trustees.

Responsibility of enforcement lies in the Mansfield Judiciary System. It has been established to protect the student's individual rights as well as the welfare of the institution regulated by the laws of the Commonwealth of Pennsylvania. The College reserves the right to exclude, at any time, a student whose conduct or academic record proves unsatisfactory. Further information on the Judiciary System can be found under "Student Government and the College Judicial System," a detailed description of which is outlines in the Password.

RESIDENCE LIFE

Mansfield State College endorses Residence Hall living. The Student Personnel Staff, working with student and faculty groups, in continually striving to create a program that will result in a living-learning atmosphere in the residence halls. Experience in residence-hall living contributes to the student's overall social and emotional growth. Therefore, Mansfield State College requires its students to reside in campus residence halls when there is available space. Exceptions to this policy may be granted, by the Director of Residence Life, to those students who commute from their homes, and to other students on the basis of age, marital status, and academic class.

All students who reside in campus housing facilities are expected to continue in residence for the entire academic year unless they withdraw from college, schedule themselves for less than 12 semester hours, move to another community or move to begin student teaching or for other contingencies.

General Regulations

1. Residence Hall Student — one who resides in a residence hall or building referred to by the College as a residence hall or extension thereof.
   A. Rental period for each student shall be for an academic year beginning with the fall semester.
   B. Each student, prior to occupying a room, must sign a housing contract provided by the College and pay all designated fees and deposits.
   C. Board in the College dining hall is mandatory for students residing in residence halls.

D. All students residing in a residence hall are required to abide by the rules and regulations as prescribed by the College and/or residence hall council.
E. Mansfield State College reserves the right to enter and inspect all residence hall rooms, but will in all possible circumstances recognize and respect the individual's right to privacy.

2. Off-Campus Student — one who resides in housing which is neither his home, his parent's or relative's home, nor a college-designated residence hall.
Students who receive permission to reside off-campus, other than those who commute from home, may select housing of their choice. Students are reminded that, in the interest of safety, landlords are expected to comply with codes as established by local authorities and the Department of Labor and Industry.
If the College, because of space limitation, finds it necessary to assign students to off campus housing facilities, these assignments will be made from a college-approved housing list. Students who are assigned off-campus housing, will, prior to occupancy, sign a housing contract provided by the College or landlord. A copy of that contract will be placed on file in the Office of the Director of Residence Life.

3. Commuting Student — one who resides in his parent's home or his own home.
A. Commuting students who are guests in either residence halls of off-campus housing are subject to the same rules regulations as students residing in that area.

Specific residence hall regulations applicable to individual halls are available to each student upon request. The enforcement of residence hall regulations has been established through the all residence hall council.

The student is responsible for knowing any revisions or additons of residence regulations and for obeying same.

Civil Rights Act. Mansfield State College wishes to have residents representing all creeds, races and ethnic groups living in college residence halls. Therefore, in compli ance with the Pennsylvania Fair Education Practive Act, all resident assignments are made without regard to race, religion, color or national origin. Having accepted the Act, we feel that a cross section of cultures provides a cosmopolitan community. The College also complies with the Federal Civil Rights Act, Title IV.

Automobiles. Mansfield State College reserves the right to designate and assign areas in which student parking will be permitted.

All students who have or use automobiles must register them with the Security Office during registration. Vehicles brought to campus after registration are to be registered with the Security Office within 24 hours.

Regulations pertaining to vehicle use are distributed at the time of registration. Students are responsible for knowledge of the regulations and for obeying same.

FINANCIAL AID

Because Mansfield State College is state-owned, and to a significant degree, state-supported, each matriculating student is subsidized with respect to educational costs. This fact is demonstrated when Mansfield State College costs are compared with those of private institutions, where, despite endowments, tuition and educationally-related charges generally exceed those prevailing here.

Beyond this, however, the College recognizes the steep costs inherent in the acquisition of higher education and administers a balanced program which reflects the high priority given to education by the larger society. Throughout this program, the cooperative nature of the effort is emphasized, and the financial responsibilities of the student and his parents are considered. Matriculation at Mansfield State College is by semester, and therefore the College expects each entering student to have planned to meet college expenses for the semester without expectation of financial aid unless such aid has been previously arranged and confirmed. BASIC TO THIS IS THE CONCEPT OF PRIOR PLANNING BOTH IN THE CASE OF ENTERING STUDENTS AND THOSE PREVIOUSLY ENROLLED.

To qualify for financial aid, a student must:

1. Have been previously enrolled at the College or have been accepted by the Admissions Office and have paid the advance registration fee to that office. Inquiries relating to financial aid may then be addressed to the Office of Financial Aid. (The student aid brochure which is detailed specific is sent to all admitted students).

2. File a Parents Confidential Statement (PCS) with the College Scholarship Service, Princeton, New Jersey, indicating that a copy be sent to Mansfield State College (code 2655). These forms may be secured from the Office of Financial Aid, Mansfield State College, or through any high school guidance office. A PCS **must** be filed each year to support applications for grants, loans or work-study for the succeeding year.

3. Request a copy of the financial aid application from the Office of Financial Aid, Mansfield State College, complete and return same, indicating the type of aid requested prior to the deadlines stated below (Deadlines may change; check the Financial Aid Office for current dates):

Aid Requested For	Mail PCS to Princeton prior to	Mail Financial Aid Application to MSC prior to
Fall Semester	March 1	May 1
Spring Semester	October 15	November 1
Summer Semester	March 1	May 1

THE PARENTS CONFIDENTIAL STATEMENT IS A TOOL FOR DETERMINING INDIVIDUAL NEED AND NOT AN APPLICATION FOR LOAN, SCHOLARSHIP OR EMPLOYMENT.

The Student Aid program is composed of three categories: employment, loans, scholarships and grants.

I. **Employment**

A. **Part-time campus employment** supplements personal funds or loans and grants for many students. Mansfield participates in two student-employment programs. The College work study program is funded by the Federal Government and the Pennsylvania State employment program is funded by the Commonwealth of Pennsylvania. Both have similar openings and pay scales for a maximum of 20 hours per week. To establish eligibility for these programs, students mustz;

1. File a PCS.
2. File an application for employment with the Financial Aid Office.
3. Hold U.S. citizenship in the case of a Federal Work Study Program.

B. **Off-Campus Employment** is limited due to the rural, non-industrialized locale of of the College. Obtaining off-campus employment is largely the responsibility of the individual studnet, although the Office of Financial Aid may be in a position to make occasional referrals when job vacancies are known to exist. A small number of eligible students may be placed with the P.H.E.A.A. summer off-campus work study program. Information about this program

may be obtained from the Financial Aid Office.

II. **Loan Programs**

A variety of loan programs are designed to meet the needs of students in solving financial problems.

A. **National Direct Student Loan** (NDSL) is especially advantageous to those who plan to enter the teaching profession because of the cancellation clause. With this stipulation, at least part of the loan may be cancelled upon completion of a period of teaching service in some school districts. Up to $500 may be borrowed each semester and application must be made each semester; a period of ten years is allowed for repayment. Deferment is available for service with the armed forces, the Peace Corps, Vista programs, or further study.

Eligibility requirements are:

1. demonstrated financial need
2. U.S. citizenship

To qualify:

1. File the Parents Confidential Statement
2. File an application for financial aid in the Office of Financial Aid prior to the stipulated deadline.

B. **State Higher Education Agency Guarantee LOan Program.** Pennsylvania, New York and New Jersey are a few of the states which have developed a state-guaranteed loan program. With the deferred-payment plan, students may be permitted to borrow up to $1500 annually. To qualify, students must secure applications from their local banks. Eligibility requirements are:

1. students must apply at a bank in the state in which they are residents.
2. students must be accepted at, or matriculated in, approved U.S. colleges, nursing, trade or business programs.
3. effective March, 1973, a needs analysis must be made for all students applying for this loan; a current Parent's Confidential Statement must therefore be filed with College Scholarship Service. Interest free loans are made only to the extent of student needs.

With the deferred-payment plan, students may be permitted to borrow up to $2000 annually, depending on their home state's policy.

C. **Class of 1969-70 Loan Fund.** Short term loans of $20-$100 are available periodically depending on fund balances. Applications are made through the Office of Financial Aid.

D. **Omicron Gamma Pi Loan Fund** was established for students majoring in Home Economics with preferences given to members of the senior class. Loans are made to students demonstrating high ideals, good character and strong scholastic standing. Applications may be obtained from the office of the Chairman, Home Economics Department.

E. **Financial Aid Emergency Loan Fund.** Short term loans up to $50 are available periodically depending on fund balances. Application is made through the Financial Aid Office.

F. **Robert Farrell Loan Fund.** Short term loans up to $100 are available periodically depending on fund balances. Application is made through the Financial Office.

III. Grants and Scholarships

Both public and private funds are available as scholarship aid to Mansfield students.

A. **Federal Grants.** Educational Opportunity Grants (EOG) are available to students who demonstrate exceptional financial need. Grants are currently maximized at $1,000 per year and most are renewed annually. A student must, under conditions of the grant, give evidence of an attempt to solve his financial problems by matching EGO funds. Grants may be matched from any of the following sources:
   1. State Scholarships (PHEAA)
   2. National Defense Student Loans (NDSL)
   3. campus jobs
   4. various provate scholarships.

   To qualify for such grants, students must:
   1. be citizens of the United States
   2. file a Parents Confidential Statement and application for financial aid.

B. **Pennsylvania Higher Education Assistance Agency Grants** (PHEAA). PHEAA grants have aided many students since 1965; they are awarded on the basis of financial need. Information regarding applications and procedures may be obtained from a high school guidance office (in the case of college-bound students) or at the College Office of Financial Aid (for students in attendance at the College).

C. **The Janice Baker Memorial Scholarship.** An annual award of $100 is presented to an undergraduate woman student in the Music Department majoring in voice and displaying the most outstanding contribution to the college in the field of musical performance. The selection will be made by the voice faculty of the Music Department.

D. **The W. H. Colegrove Scholarships.** Two $100 grants are available each year to women students from Tioga County. Awards are made on the basis of academic achievement and financial need. Applications may be obtained and filed at the Office of Financial Aid, prior to November 1 each academic year.

E. **Florence Dornblaser Memorial Awards.** Currently given to women in the junior class of accredited colleges and universities. Information and details may be obtained through the Office of Financial Aid in the second semester of the academic year. The award is sponsored by The Pennsylvania Federation of Democratic Women, Inc.

F. **Theodore Presser Foundation Scholarship Grant.** Annually a grant of $400 is received from this source for award to an outstanding junior or senior majoring in music. Applications are received at the Office of the Chairman of the Department of Music and are made in support of under-graduate academic work for the forthcoming academic year.

G. **Hannah Kent Schoff Memorial Scholarship.** The Pennsylvania Congress of Parents and Teachers annually award one four-year scholarship of $150 to a worthy Pennsylvania student who has been selected by the Financial Aid Committee. Criteria are scholarship, financial need and personal qualities. Applications may be made to the Financial Aid Office, prior to March 1. Applicants are, normally, entering freshmen who will utilize the grant for four years. Awards are limited to Education majors.

H. **The Lydia M. Tarrant Extension Homemakers Scholarship.** Three scholarships of $200 each are awarded annually to Home Economics students. Applications for these grants should be made to the office of the Chairman, Home Economics Department in the semester prior to that for which the award is sought.

I. **Faculty Assembly Scholarship.** Annual award to upperclass student based on academic achievement, financial need, and school invilvement. Application is made through the Financial Aid Office.

J. **Homestead Realty Scholarship.** A semester scholarship for $100 to be awarded to a resident of Tioga, Bradford, Potter, or Lycoming County. The award is based on financial need, academic achievement, and social involvement. Application is made through the Financial Aid Office.

K. **College Community Services, Inc. Scholarship.** Annual award (s) of $500 to uncoming freshmen or transfers who bring unique qualities to MSC. Application is made through the Financial Aid Office.

L. **Zeta Tau Alpha Foundation Scholarship.** An annual scholarship for women (preferably for senior year). The scholarship is based on financial need, academic achievement, and extra-curricular participation. Application is made through the Financial Aid Aid Office.

M. **Jonathan George March Scholarship.** A full tuition freshman year scholorship for a deserving Tioga County student of average ability. Awarded through the Mansfield Foundation, Inc. in memory of a prominent Tioga County educator, the scholarship is applied for through the Financial Aid Office.

TESTING AND COUNSELING SERVICES

The Counseling Center assists students in making decisions related to the immediate problems of college adjustment and to broader problems of effective living. Students are invited to make an appointment for help in strengthening academic performance, developing career plans, solving situational problems or improving personal relationships.

With a professional counselor, the student may explore freely and in confidence any problems or feelings which are important to him. He can receive help which enables him to assess his individual make-up, to acquire increased self-understanding and sensitivity to others, and to grow in the direction of his choice.

The interview takes place in a private office and may last as long as one hour. Sometimes interviews are merely for the purpose of gaining information, in which case only one meeting is necessary. Often, however, the student and the counselor agree that further sessions may be helpful.

No information disclosed in a counseling interview is given to anyone without the permission of the student.

Counseling may be supplemented by means of tests which provide the student with more information about his interests, academic abilities, personal characteristics, study skills and special aptitudes.

The Counseling Center, located in Haverly House at the corner of First and Clinton Streets, is opened Monday through Friday from 8:30 a.m. to 4:30 p.m. Services are

available to all students free of charge at these times or by appointment at other times. Students are encouraged to use the Center whatever the nature or seriousness of the problem.

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement Office's basic function is to provide a center for career planning where counseling on an individual basis may be offered to all students. This service is available to all students and alumni who wish to plan future careers. Counseling assistance is provided for student self-evaluation, occupational skills evaluation, and vocational outlook opportunities. A career library and career studies surveys are available as a serive to students wishing to pursue their interests in depth.

The Placement Service's basic function is to assist students in securing first-entry positions in either the field of teaching or any other appropriate professional occupation. Job vacancies, civil service opportunities and teacher vacancies are publicized to seniors. Numerous campus interviews are scheduled for business, industries, public schools and civil service agencies. Student confidential folders are available to employers upon mutual request.

All students are encouraged to register with the Career Planning and Placement Office.

COLLEGE HEALTH SERVICES

The College Health Service operates in a modern fully-equipped facility which provides every convenience necessary for the health needs of students. The health services are extended to all students of Mansfield State College.

These services emphasize a preventive health program which consists of tubersulin testing administered to all seniors to meet graduation requirements and to all personnel working with the food services associated with the College. Influenza immunization clinics are held in the fall, in October and November. Allergy vaccine is administered to students if it has been prescribed by their physician.

Members of the health staff work to furnish a thorough but friendly and individual service to which a student may come for help of any sort. Since medical records and consultation are entirely confidential, there is no possibility of embarrassment to the student and consequently no reason for avoiding diagnosis of suspected contagious diseases or other illnesses.

Students who are ill are encouraged to report to the Health Center for examination and treatment by the nurses and college physician, and where condition indicates, admission to the infirmary is advocated. Infirmary services are available twenty-four hours a day during the time the College is in session. Medications and treatments are dispensed to the students free or at a very minimal charge depending on the type of medication prescribed.

STUDENT HEALTH INSURANCE PLAN

Mansfield State College offers its full-time students a comprehensive hospital surgical and medical insurance program which provides twelve-month protection against the cost of injury or illness. This policy covers the student not only while at school, but during school holidays, summer vacations and other times when the student is away from college.

Full-time students will be covered under the plan effective September 1 through the next August 31, provided they register and pay the insurance fee appearing in the student bill by registration date. Students who do not register until the start of the second semester will be covered when the second semester begins through August 31.

For complete information a brochure is available from the secretary to the Vice-President for Student Affairs.

COLLEGE ACTIVITIES AND ORGANIZATIONS

The student activities program has been organized to encourage student participation in many areas of academic, social ethical, cultural and recreational life. With a wide variety of activities each student is given the opportunity to enlarge his cultural development through group participation. The entire program is a supplement for classroom learning, social living and spiritual fulfillment.

Descriptions of the organizations are detailed in the student handbook.

HONORARY ORGANIZATIONS

Alpha Beta Alpha (Library)
Alpha Psi Omega (Dramatics)
CWENS (Women's Service)
Delta Phi Alpha (German)
Delta Tau Gamma (Service)
Gamma Theta Nu (Communicative Arts)
Gamma Theata Upsilon (Geography)
Kappa Delta Pi (Scholarship)
Kappa Kappa Psi (Men's Band)
Kappa Omicron Phi (Home Economics)
Pi Delta Phi (French)
Pi Kappa Delta (Debating)
Phi Sigma Pi (Men's Scholarship)
Sigma Delta Pi (Spanish)
Sigma Zeta (Science & Math)
Tau Beta Sigma (Women's Band)

SPECIAL INTEREST ORGANIZATIONS & PUBLICATIONS

All Residence Hall Council
Art Club
Biology Club
Black Awareness Association
Campus Girl Scouts
Campus Ministry
Carontawan (Yearbook)
Chemistry Club
College Committee for the United Nations
Conception (Literary Magazine)
Council for Exceptional Children: Omega Rho Chapter
Day Student Organization
The Falcon (Professional Literary Magazine)
The Flashlight (Newspaper)
The Forensic Society
4-H Club
German Club
History Club
Inter-Fraternity Council
Inter-Varsity Christian Fellowship
Intramural and Recreational Sports
Kappa Phi (Methodist Women)
"M" Club
The Mansfieldian (Alumni Magazine)
Math Club
Medical Arts Society
Music Educators National Conference Student Chapter No. 162
Newman Association
Omicron Gamma Pi
Orbis (Political Awareness)
Panhellenic Council
Phi Mu Alpha Sinfonia (Men's Music)
Philosophy Club
Physics Society
Players (Dramatics)
Program to Advance Veteran Education - P.A.V.E.
Psychology Club
Radio Station
Readers Theatre Showcase
Sandy Apples Club (Sociology-Anthropology majors)
Sigma Alpha Iota (Women's Music)
Ski Club
Society of Physics Students
Spanish Club
Student Government Association
Student PSEA-NEA
Women's Athletic Association
Young Democrats
Young Republicans

SPECIAL CULTURAL ACTIVITIES

Art Acquisition Program. An Art Acquisition Program has been in existence at Mansfield for the past 15 years, its purpose being the acquisition of significant original works of art and the development of a worthwhile art collection for the College. Funds are allocated yearly by the Student Government Association and are under the direction of a Student-Faculty Committee. The collection now includes about ninety works; oil paintings, watercolors, intaglios, etchings, woodcuts, lithographs, sculpture and ceramics.

Art Exhibition Series. With the completion of Laurel Manor, a monthly art exhibition series was inaugurated on the Mansfield campus for the cultural and esthetic development of the student body as well as for the community. Drawings, prints, watercolors, oil paintings and sculptural works have been exhibited.

Commencement. Attendance at Commencement ceremonies is required unless circumstances demand otherwise. Permission to graduate in absentia is only given by the President of the College.

Concerts. Professional level concerts by groups in the Music Department are part of the requirements for students in that area. There are nearly twenty permanent groups, ranging in size from three to over 200, in mode from voice to strings to brass, in style from Renaissance madrigal to modern jazz. Together with the solo and dual recitals given by music faculty and students, there are three to four free concerts a week available to students and the public.

Planetarium. In the planetarium, the starry Heavens of the past, present and future may be observed in comfort. Besides being a Study Center for the several MSC Astronomy Courses, it is similarly used by the schools in a 75 mile raius. Special monthly Sky Programs are offered to the general public. This 100 seat hall, in Grant Science Center, is also available for special seminars and lectures.

Intercollegiate Athletics. The athletic program of Mansfield State College is intended to supplement the academic curriculum and to complement the social and recreational opportunities afforded students by the many other activity programs sponsored by the College. Athletic policies and practices are the joint responsibility of the Athletic Policies Committee and theadministrative Council. Opportunity is provided for all male and female students who are physically eligible and subject to the rules and regulations governing intercollegiate competition to participate in intercollegiate baseball, basketball, football, golf, tennis, track and wrestling.

Motion Pictures. Motion Pictures are often shown on Friday, Saturday or Sunday evenings in Allen Hall or Straughn Auditorium under the auspices of the College Union Board. Schedules are posted on campus bulletin boards. Admission is covered by the students activ ities fee.

manfield

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facts about the college

ACADEMIC INFORMATION

policies and regulations

ACADEMIC COUNSELING

Students are urged to make the fullest use possible of the academic counseling available to them through their respective advisors, departmental chairperson, instructors and deans. Faculty are expected to post and keep regular office hours for this purpose.

The student should choose his/her major field of study with care, and a choice should be made under the guidance of faculty personnel. Current information regarding the various fields of study offered at Mansfield State College may be obtained from the Office of Academic Affairs or divisional deans.

SCHOLASTIC STANDARDS AND REQUIREMENTS

Marking and Point System. Mansfield State College employes the 4-point system, as shown below, in evaluating academic performance.

Grade	Interpretation	Quality Points
A	Excellent	4
B	Above Average	3
C	Good College Work	2
D	Passing	1
F	Failure	0
I	Incomplete	0

Instructors may correlate percentage scores with letter grades. For such correlations the following list of equivalents is presented.

90 — 100 = A
80 — 89 = B
70 — 79 = C
60 — 69 = D
0 — 59 = F

The academic standing of each student in every subject is reported at the close of the semester. All regular matriculating students seeking an undergraduate degree must meet the established academic standards of the institution.

The student's quality point average (Q.P.A.) is determined by dividing the total number of quality points earned by the total number of semester hours of work attempted. It should be noted that semester hours and credit hours are one in the same. The Q.P.A. is the index by which a student's academic standing is judged.

An "F" grade in a required course must be cleared by repeating the course. It is not to the student's advantage, in most cases, to repeat a "D" grade.

An "I" (Incomplete) grade is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. The student is responsible for the removal of an "I" grade before the end of the third week of the next semester during which he/she is enrolled at the College.

Decisions about granting "I" grades will be made by the professor of the course in consultation with the Office of Academic Affairs. If the "I" grade is not cleared in that period, the Registrar shall record a final grade of "F".

In addition to letter grades, the following designations (none of which is figured in the Q.P.A.) are used in situations warranting them:

S — Satisfactory
U — Unsatisfactory
EX — Credit by examination
W — Withdrawal from the course after the drop-add period with the approval of the instructor, the department chairman, and the Office of Academic Affairs.
AU — Audited
PF — Pass-Fail

Continuance in College. Students attending Mansfield State College are permitted continued matriculation governed by credits earned with the corresponding minimum quality point average (Q.P.A.) as required by the outline below.

The grade report issued to the students at the termination of a marking period serves as a means whereby he is informed of his/her academic status. Should a student receive low grades at the end of any grading period, it is his/her responsibility to see his/her instructors, from whom the low grades were received, and his/her advisor, in order to take full advantage of the college advising system.

0--18 S.H. attempted--1.40 Q.P.A. or better
19--37 S.H. attempted--1.60 Q.P.A. or better
38--56 S.H. attempted--1.80 Q.P.A. or better
57--or more attempted--2.00 Q.P.A. or better

Having attempted 57 or more semester hours (S.H.) of credit, students are expected to maintain an average of 2.00 or better. Should such a student's Q.P.A. fall below 2.00, he/she must raise his Q.P.A. to 2.00 or above in the next marking period for which he/she is matriculated. If he/she fails to do so, the student will be dismissed from the College.

Each student's academic status will be reviewed at the end of every spring semester, and those who do not meet the minimum requirements will be dismissed.

Transfer students are subject to the same academic standards as those in effect for regular Mansfield students. For example, a transfer student with 18 S.H. of credit accepted in ttransfer taking 18 S.H. at Mansfield State College must have 1.6 or better at the close of the spring term in order to continue.

Readmitted students with Q.P.A.'s below 2.00 are expected to attain the requiste average as mandated by the above schema.

A one-year interval must elapse before a student who has been dismissed for academic deficiency may be readmitted to the College. Students twice dismissed for academic reasons automatically terminate their association with Mansfield State College.

Academic Standards Review Board. Following dismissal notification, a student, upon his/her own initative, has recourse to the Academic Standard's Review Board if in his/her opinion there would be sufficient reasons upon which to base an appeal for reinstatement before the usual one-year time interval. The Academic Standard's Review Board normally meets at the end of May or beginning of June.

Academic Integrity. Faculty members are expected to take reasonable precautions to reduce to a minimum oppoprtunities for dishonesty in academic work. Faculty should instruct the students as to the meaning of plagiarism so as to aid in solving the plagiarism problem. Where possible, the faculty member is expected to assess offenses of academic dishonesty in the interest of acceptable high standards. This is a matter primarily between the student and the instructor. Requests for special assistance may be made to the Office of Academic Affairs.

The Semester. A normal academic work load is defined as 12 to 18 semester hours. Any student desiring to carry more than 18 semester hours must obtain permission from his department chairman and have a 2.60 Q.P.A. for carrying 19 semester hours or a 3.00 Q.P.A. for carrying 20 semester hours.

Students carrying less than 12 semester hours are not eligible to live in campus dormitories without special permission of the Vice-President for Student Affairs.

Class Standing. Class standing is determined by the total number of semester hours earned including acceptable credits transferred from other accredited colleges.

Freshman — 0-31 semester hours of earned credit
Sophomore — 32-63 semester hours of earned credit

Junior — 64-95 semester hours of earned credit
Senior — 96 semester hours of earned credit

DEAN'S LIST

The Dean's List issued after the close of each semester contains the names of those students who have earned an average of 3.50 or higher for the semester based on at least 12 semester hours of earned credit.

PASS-FAIL POLICY

1. Eight courses may be taken under the pass/fail option over the total four years. A student may take no more than one course for pass/fail each semester.

2. No 100 or 200 level courses taken in fulfillment of Core or General Education requirements may be taken pass/fail.

3. Any 100 or 200 level course may be taken pass/fail but courses at those levels will be counted as free elelctives only.

4. Information that any 100 or 200 level course taken pass/fail will count only as a free elective should be included on the pass/fail option card.

5. Courses required by the major department may only be included in the pass/fail option at the discretion of the department.

6. Pass grades will be "D" or better and three failures under the option will constitute loss of the option. Pass/fail courses are not reflected in the quality point average of the student, but will be counted as credits earned if a passing grade is received. The student has a two week period at the beginning of the semester to elect to take a course pass/fail. He may not change his pass/fail option to a letter grade or select the pass/fail option after the two-week add period has passed.

CREDIT BY EXAMINATION

A student in good academic standing may request permission to take a comprehensive examination in a particular course offered by the College. All requests for credit by examination must be made to the department chairpersons involved and reviewed by the Vice-President for Academic Affairs. A student must present evidence that he is sufficiently competent to warrant the examination.

After the request has been approved, the student will receive the procedures for credit by examination from the Office of Academic Affairs. The semester hours of credit earned by examination will apply toward graduation requirements.

Courses in the areas of independent study, ensemble or other group participation courses, student teaching or pre-professional experience, seminars or selected topics, and laboratory experience may not be taken credit by examination without approval of the department offering the course.

Students may also take part in the College-Level Examinations Program (CLEP) by contacting the Haverly House.

ADVANCED PLACEMENT PROGRAM

Courses taken before admission to college under the Advanced Placement Program conducted by the Educational Testing Service, Princeton, New Jersey, may be applied toward graduation requirements by students who are admitted to college to pursue one or more semester's work. To secure such credit the student must make formal application to the Office of Academic Affairs. The course must satisfy college requirements and the score on the Educational Testing examination must be satisfactory to college officials. Not more than

twelve credits earned by such examination may be applied toward graduation requirements.

CREDIT FOR MILITARY SERVICE

Veterans with a minimum of eighteen months of honorable service in the United States Army, Navy, Marine Corps, and Air Force may apply for credit in HPE 100 (Health) and HPE 101-103 (Physical Education).

ABSENCE POLICY

Regular and punctual class attendance is expected of all students.

Student evaluation expressed as grades will be determined on the basis of academic performance. Professors will outline their criteria for academic evaluation prior to the end of the first week of classes.

Bona fide absences because of illness, serious mitigating circumstances, or absences because of official College representation approved by the Office of the Vice-President for Student Affairs shall be accepted by all faculty.

Requests for absence from the College must be initiated in the Office of the Vice-President for Student Affairs and official notification for excused absences will be issued to the faculty by this office.

The student is responsible directly to his instructors for class and laboratory attendance; absences must be made up to the satisfaction of the instructor.

WITHDRAWAL FROM OR ADDITION OF A COURSE

A student may withdraw from a course during the first nine weeks of a semester without penalty. After nine weeks a "W" will be recorded on the student's record upon official withdrawal from a course. Course withdrawal after the designated nine-week drop period is permitted with the approval of the Academic Affairs Office, the instructor of the course, and the student's department chairperson. A statement in writing from the student's medical doctor, counselor, or close family member must be subtantiated by the Academic Affairs Office before a student is permitted to complete withdrawal procedures.

A student may add a course during the first two weeks of the semester.

To drop or add a course during the drop-add period, the student secures the appropriate form from the Scheduling and Records Office or faculty, has the form signed by the instructor of the course and by his/her advisor, and returns the form to the Scheduling and Records Office. No notation of a course dropped will appear on the student's permanent record if he/she withdraws during the designated drop period.

A student will receive an "F" in any course from which he/she withdraws without approval.

CHANGE OF MAJOR

Requests to change major or division must be initiated in the Office of the student's dean.

MAINTENANCE OF MATRICULATION

Students who are teachers-in-service working toward completion of degree or certification requirements will remain in "continued matriculation" status provided that a minimum of six semester hours of acceptable course work is completed each year. These courses may be taken in residence or as transfer courses.

WITHDRAWAL FROM COLLEGE

Students wishing to withdraw from college must notify the Counseling Center which provides the student with a form, that, when completed, clears the student for formal withdrawal. All financial obligations to the College must be met.

Withdrawal without proper notification and approval may prejudice a student's record and his/her chance for future readmission. The College reserves the right to record "F" grades for such courses not completed during the semester in which the student has improperly withdrawn.

PETITION

When any rule or regulation of the College causes an unfair hardship, the student is entitled to petition for an exception by filing a petition form obtainable from the Office of the student's Dean. Advisors are expected to assist in the preparation of a petition. Completed forms should have the necessary signatures prior to submission to the Office of Academic Affairs.

GRADUATION REQUIREMENTS

In order to graduate from Mansfield State College with a Bachelor of Arts or a Bachelor of Science degree a student must complete 128 credit hours of course work. The College offers two Associate in Science programs, X-Ray Technology and Respiratory Therapy, which require fewer total credits. (See Descriptions of those programs) An additional requirement for graduation is a 2.00 quality point average overall and in the student's major.

HONORS

Superior scholastic achievement is recognized at Commencement. Such recognition becomes a permanent part of every graduating senior's record, with designations based upon cumulative point averages as indicated:

Honors	3.35 to 3.64
High Honors	3.65 to 3.94
Highest Honors	3.95 to 4.00

GENERAL EDUCATION PROGRAM

Philosophy of the Program. The General Education Program offers alternative course selections in order to provide the student with courses of study to meet his/her individual needs, intents, and the basic undergirding requirements for his/her major. **The student bears the responsibility for meeting any specific group requirements as demanded for his/her eventual major.** Faculty advisors are available and willing to assist students in their selection of course work.

While the incoming student may or may not have a future area of study in mind at the time of entrance, he/she will find that the General Education Program is structured broadly enough to cover most alternative possibilities. Should a student enter the College with a departmental major in mind, he/she would be assigned a departmental advisor in the department of his/her choice.

If an entering student is not ready to choose a major, he/she will be designated in the Undecided category and would be assigned an advisor by the Office of Academic Affiars. The advisor will assist the student in choosing courses to fulfill General Education requirements and advise him/her on exploratory means to select a major. A student may not graduate from Mansfield State College without a major except for the Bachelor of Arts: General Studies (see p. 45 & 46). Therefore, the undeclared student should have chosen a major by the end of two years of completion of sixty-four hours.

General Education Requirements. The usual freshman program includes 30-34 credit hours of course work in addition to physical education. All students are required (unless exempted) to complete English 111, English 112, 313, speech 101, health, and physical education.

Group Requirements. The student should plan his/her academic work in such a way that he/she meets: (1) the so-called "core requirements" (as listed above), (2) any specific "group requirements" as required for his/her eventual major, and (3) any remaining General Education requirements in the "Groups".

The general pattern to be followed for General Education may be most easily summarized in the following way -- the student elects **four courses or 12 hours in each of three different groups and two courses in a fourth group.** For courses available in General Education please see the "Alternative Courses for General Education" below.

Before selecting courses in the "Groups" the student should carefully read the requirements or recommendations for his/her expected major and degree. It is often to the advantage of the student to complete all General Education requirements during the first two years; however, a student may carry uncompleted General Education requirements beyond the first two years. All General Education requirements must be met prior to graduation.

If a student elects a foreign language, basic competency in one language is the requirement. This may be translated as two years (four courses) of beginning and intermediate courses or two courses of intermediate or more advanced courses in one language. Should a student elect the latter, Group II may be closed as a 12 hour group by six credit hours of language. The student receives only six credits but, for the purpose of fulfilling group requirements, a 12 hour group is satisfied. A student may close Group II as a six hour group by taking two beginning courses in one language, or 102 and 201 also in one language. Spanish 350 may not be taken to fulfill Group II.

If a student elects mathematics (Group IV), this Group will have been considered completed as a 12 hour group by completion of any 12 credit hours listed below or by six credit hours of more advanced mathematics courses beginning with Math 112 or 113.

Courses numbered 255, whatever the departmental prefix, are authorized to fulfill General Education requirements only with the approval of the Vice-President for Academic Affairs. Information concerning which 255 courses have such approval for a given semester is available in the Office of Academic Affairs.

ALTERNATIVE COURSES FOR GENERAL EDUCATION REQUIREMENTS

GROUP I - Humanities
- Art - 101, 102, 201, 210, 231, 241, 251, 261, 271, 281, 295, 300, 320, 321, 325, 326, 327, 328, 342, 346, 392, 395, 401
- English - Any courses for which prerequisites have been met, especially 200 through 215
- Music - 100, 111, 112, 122, 123, 222, 223
- Philosophy - 201 through 280
- Speech & Theatre - 110, 200 through 214

GROUP II - Languages
- French - 101 through 202;
- German - 101 through 202;
- Spanish - 101 through 202;

For exceptions see text above.

GROUP III - Sciences
Astronomy - 105, 106, 112
Biology - 101, 102, 210, 260, 275
Chemistry - 101 through 212
Geology - 121 through 212
Physics - 105 through 212

GROUP IV - Mathematics

Math - 101 through 270; also 301 and 302 for Elementary and Special Education majors only

GROUP V - Social Sciences

Anthropology - 101 through 203
Criminal Justice - 250
Economics - 101 through 204
Geography - 102, 111, 222, 231, 282
History - 101 through 295
Political Science - 201 through 240
Psychology - 100, 210, 220, 230, 240, 245, 250, 260
Sociology - 111, 121, 241, 302, 305, SA 321

INDEPENDENT STUDY

Independent Study is available in each curricular field. The appropriate curricular area prefix precedes the independent course number, 497, and the credit hours are from 1 to 3. Independent study may be repeated for more than 3 credits total, but one independent study project may be for no more than 3 credits.

Independent study is an activity initiated by the student to increase his/her already advanced knowledge in a particular academic discipline. The subject is examined in an extensive manner with guidance by a faculty member who has special expertise in that subject.

To register for Independent Study a student prepares a "Contract" which must be approved by the faculty director, chairperson, and dean. The contract sets forth a topical outline, reading list and/or other resources, papers or projects to be completed, and the basis for evaluating the student's work. A copy of the approved contract should be attached to the registration request, and a copy given to the student and faculty director.

INTERDISCIPLINARY STUDIES

Frequently studies involving more than one curricular area are offered. Such courses (ID) may be applied to General Education requirements, and with departmental approval may be applied to the major. Specific topics vary and will be announced each semester in the master schedule.

SPECIAL STUDY

A Special Study course is offered one time only by a curricular area for the purpose of (1) treating subjects of current, but not lasting, interest or (2) experimenting with an innovative pedagogical or curricular design. The appropriate curricular area prefix precedes the numbers 255 for freshman/sophomore level and 455 for junior/senior level. Such courses are listed in the master schedule each semester under the department offering the course.

DUAL MAJORS

A student may earn a dual major by fulfilling all requirements for each major within the requirements of the degree which will be awarded. Both majors will be listed on the student's permanent record.

TIME SHORTENED DEGREE

The traditional undergraduate program is eight semesters. However, there are avenues available at the College that allow a student to earn a baccalaureate degree in less time. Included in these are carrying an above average course load, credit by examination, Advanced Placement, CLEP, and credit for military service.

SECOND BACCALAUREATE DEGREE

A student who possesses a baccalaureate

degree may earn a second bachelor's degree upon completion of the following requirements: (1) a minimum of 32 semester credit hours at MSC beyond the first degree, (2) completion of all requirements for the major in which the second degree is to be earned, (3) the first degree will be considered to meet our General Education requirements, and (4) grade point average on all work attempted toward the second degree of at least 2.0, and on all courses in the major of at least 2.0.

STUDENT ENRICHMENT SEMESTER

To expand the academic and life opportunities for its students and to increase their chances to participate in specialized programs and courses not available at Mansfield State College, the College is a part of the Student Enrichment Semester (SES) program. Joining Mansfield in the program are Bloomsburg State College, Bucknell University, Lock Haven State College, Lycoming College, Pennsylvania State University, and Williamsport Area Community College.

As a sophomore, junior or senior a student will be able to enroll for credit as a full-time student, normally for one term, at any cooperating institution. Each SES college will stipulate which of its courses and programs will be open to SES students. The Office of Academic Affairs at Mansfield in cooperation with the student's major department must approve the courses, programs, and credits prior to participation in SES.

A SES student will remain fully enrolled in his/her degree program at Mansfield and will simultaneously enroll on a full-time basis at the host institution according to its definition of full-time enrollment. The student will be subject to the rules and regulations of the host institution while there. It will extend all opportunities and benefits to a SES student that it provides for its own students, such as library, housing, meals, cultural activities, student organizations and activities, except where legal constraints provide otherwise. A SES student will not be eligible for financial aid from any host institution.

SES students will pay tuition to Mansfield according to prevailing policies, including charges and deferred payment plans. Applicable non-tuition fees, such as room and board charges and student activities fees, will be paid to the host college.

Information and application blanks are available in the Office of Academic Affairs.

SCHOOL OF ARTS AND SCIENCES

While traditionally the faculties in the liberal arts transmit the accumulated knowledge and history of our civilization to new generations, it also is the task of these faculties, to prepare students to meet the challenge of an ever-changing world. In an age when Futurism is becoming a field of study, the Faculty of Arts and Sciences attempts to illustrate how we arrived at our current state, what is happening in the world of today and how it affects us, and possible directions our world might follow in the future.

In an era when a college education has been viewed as merely a stepping stone to a better economic future, the Faculty of Arts and Sciences attempts to temper excessive materialism and enrich the student through considered and contemplative evaluation of the nature of the human condition, our societies' organizations and structures, and the nature of the universe. The study of the Arts and Sciences should and must prepare a student to face the economic present and future with intellectual resources sufficient to meet the changing needs of society; it is the task of the Faculty to lead students into new areas and ideas and to develop with the student greater depth of knowledge and experience in the areas where the student shows interest or is already knowledgeable.

To achieve these ends and to respond to current and anticipated societal problems, the Faculty of Arts and Sciences constantly strives

to introduce new programs, new courses, and new concepts into its offerings and to eliminate or modify those areas that seem irrelevant. At the same time, the School continues to strengthen its offerings in the traditional disciplines of study.

The study of the liberal arts helps a student develop a facility for critical judgement, an ability to reason, an understanding of people, and a concern for the world and universe, while preparing the student for a viable career.

Major Areas of Study. Currently, the School of Arts and Sciences consists of thirteen academic departments, each of which offers at least one major program. The Departments are (additional degree programs are listed in parentheses)

Biological Sciences
(Medical Technology)
Chemistry
Criminal Justice Administration
English
Foreign Languages (French, German, Spanish)
Geography and Regional Planning
Government and Politics
History
Mathematics
Philosophy
Psychology (Human Relations)
Physics
Sociology and Anthropology
Speech Communications and Theatre

The School of Arts and Sciences also offers the degree program, Bachelor of Arts: General Studies. No major is required for this degree (see below), thus allowing an interdisciplinary program. Students should consult their advisor, or the Office of the Dean.

In addition, the School offers study in Economics, although a major program is not available.

While students do not officially become a major in a program until their junior year, any student interested in a specific program should consult with that Department as early as possible in order to determine appropriate course sequences.

Each Department has available descriptive brochures for the programs offered; prospective students should seek information from the Departments or from the Office of the Dean of Arts and Sciences. As new programs are developed by the College and the School of Arts and Sciences, they will be announced in appropriate publications. Students currently enrolled in Mansfield State College and prospective students are invited to discuss their interests and plans with the faculty and administration.

Program of Study Leading to the Bachelor of Arts Degree

The program of study leading to a Bachelor of Arts degree consists of: (1) completion of those General Education courses in the Lower Division; (2) completion of the appropriate major program as specified by the Department concerned, with a maximum of 36 credit hours in upper division courses (courses numbered 300-400) in a single field of study; (3) completion of the balance of the necessary 128 hours required for graduation with elective courses; (4) a minimum acceptable grade average to be eligible for graduation (currently, 2.0); (5) payment or satisfactory adjustment of all college fees; and (6) recommendation by the Faculty, the Administration, and the Board of Trustees.

Each Department has available a description of the requirements for each of its major programs; students are encouraged to seek such information as early as possible.

Bachelor of Arts: General Studies.

The Bachelor of Arts: General Studies program requires that a student meet all the General Education requirements of Mansfield State College; maintain adequate academic standards and have the proper grade point

average necessary for graduation; and obtain a minimum of 128 credits. No major concentration is required, but no student shall take more than 21 credits in any single field of study; credits beyond 21 shall require that the student declare a major in that Department, unless there are special circumstances. All academic rules and regulations of the College shall apply to students in the General Studies program except those pertaining to a major.

With the faculty advisor, the student should prepare a meaningful program. Students should take note that this degree program in General Studies does not necessarily prepare them for a specific career, although a well-designed sequence of courses can lead to such general fields as environmental concerns, area studies, and minority studies.

Associate of Science Degree Programs

In conjunction with the Robert Packer Hospital, the School of Arts and Sciences offers A.S. degrees in X-Ray Technology and Respiratory Therapy. See "Allied Health Studies."

Career Opportunities for Arts and Sciences Graduates.

There is a wide variety of career opportunities open to the graduates of Arts and Sciences programs at Mansfield State College. While some of the undergraduate programs are noticeably pre-professional in that they prepare the student for direct entry into graduate study or a highly specialized career, there is enough flexibility in all the programs to allow the student to prepare for a less specialized career. Many graduates enter the fields of banking, government, general commerce, and industry; a carefully prepared undergraduate program may lead to work in journalism, public relations, environmental and planning agencies, or a variety of scientific fields. And of course law and medical schools actively seek students with broad backgrounds in the liberal arts.

Students are encouraged to seek further information from the academic departments and from the Career Counseling and Placement Service of the College.

Medical and Dental Schools

Schools of medicine vary in their specific requirements for admission, as do schools of dentistry. The Association of American Medical Colleges has suggested certain minimal requirements for admission, as follows: (1) minimum of three years college/university experience, or the Baccalaureate degree; (2) Medical College Admission Test; (3) studies in biology, chemistry, humanities, mathematics, physics, social/behavioral sciences — the most common requisites being biology, English, and physics; (4) individual qualifications (college grades); and (5) recommendations from medical advisors, professors, etc.

The Office of the Dean of Arts and Sciences maintains an up-to-date file of information regarding admission to medical and dental schools, as does the Career Counseling and Placement Service. Students should become familiar with the specific requirements of those schools where they plan to seek admission. In some cases, students may be accepted after only three years in graduate school; Mansfield State College offers a Professional Option allowing students to obtain the B.A. degree after the first year of medical school; information may be obtained from the Office of the Dean.

Law Schools.

Schools of law rarely suggest a specific undergraduate major as a requirement for admission, but seek students with a broad background in the liberal arts. Successful applicants are normally those who demonstrate a marked ability to reason logically and to express themselves clearly and concisely. Students should arrange their pre-law program in order to develop such skills while broadening their knowledge.

The Dean of Arts and Sciences currently serves as advisor to those interested in law

school, and maintains a file of information pertaining to admission to specific schools. A Professional Option is available which allows the student to enter law school after three year's study in law school; consult the Office of the Dean for further information.

Veterinary Medicine, Commonwealth of Pennsylvania

A candidate for admission to study in veterinary medicine in the Commonwealth of Pennsylvania shall present evidence of having satisfactorily completed a minimum of two years of study in an approved college or university.

Minimum requirements for the two years of college study generally include: (1) six semester hours of English and three of the basic speech; (2) eight semester hours of physics, including laboratory work; (3) eight semester hours of biology or zoology; and (4) eight hours of chemistry with laboratory work. A balanced program including mathematics, social sciences and humanities (six semester hours each) is suggested.

Generally the foregoing requirements will cover most schools of Veterinary Science in the United States, but students should carefully review specific requirements for any particular professional school they have in mind.

Special Note.

Up to 15 credit hours may be earned as elective credits in courses offered in another School of the College but not approved for Arts and Sciences credit.

SCHOOL OF TEACHER EDUCATION

General Statement

For more than one hundred years Mansfield State College has been known for the preparation of teachers. Today, it has added many new dimensions as a multi-purpose college. However, it still offers to prospective teachers diversified and well-developed Bachelor of Science in Education degree programs leading to teacher certification.

A teacher education program consists of three components which are so integrated that the student achieves a comprehensive preparation for the art of teaching. These components are general education, professional education, and specialization in the subject matter of the student's selected field.

Students in accredited community and junior colleges who wish to become teachers are encouraged to apply to the College for admission to a teacher education program of their choice. Those students who entertain such plans are urged to complete as many of the general education requirements as possible prior to arrival at Mansfield and to reserve the professional course work for completion at Mansfield. Program sequence sheets are available upon request.

Mansfield also offers graduate studies leading to the Master's Degree in Elementary Education, Music Education. English, History, Mathematics, and Special Education. Also, graudate level offerings leading to certification as a Reading Specialist.

Major Areas of Study in Teacher Education

The School of Teacher Education at Mansfield State College offers study opportunity in the following approved undergraduate curricula leading to teacher certification in the grade levels indicated below.

Art Education (Kgn - 12)
Elementary Education (Kgn - 6)
Home Economics (N - 12)
Music Education (Kgn - 12)
Public School Nursing (Kgn - 12)
Secondary Education (7 - 12) (Comprising majors in the academic subjects taught in secondary schools)
Special Education (Kgn - 12) (Mentally Retarded and Emotionally Disturbed)

Admission to Teacher Education

Students at Mansfield State College may upon admission to the College enroll in a teacher education curriculum of their choice or in the School of Arts and Sciences where

they may schedule courses in harmony with the requirements of a particular education program. In due course all students apply for admission to teacher education. The final determination of acceptance is made by the respective departments according to criteria established by that department. The criteria reflect the responsibility of the College whose recommendation is the basis for the issuing of a teacher's certificate. Formal acceptance should normally occur during the latter part of the sophomore year or the early part of the junior year. A student who is not formally accepted in an approved teacher education program must transfer to some other curriculum at the College.

Admission to teacher education is equivalent to candidacy for the Bachelor of Science in Education degree. Candidacy for the degree may be revoked in case of failure to maintain the required quality point average or some other sufficient reason. In case the candidacy is revoked but the student is elligible to remain in college, he or she must transfer to some curriculum other than teacher education. In case he/she wishes to be reinstated he/she must apply for readmission to teacher education.

Objectives of Teacher Education

The School of Teacher Education accepts three major commitments in the development of and direction for its programs.

1. To develop quality teacher education programs in all areas subscribed to by the College.
2. To encourage and support competency based teacher education programs currently endorsed by the Pennsylvania Department of Education.
3. To establish close professional relationships with the public school personnel in the area for the purpose of assistance in the up-grading of teaching performance through in-service education programs.

Field Experiences in Teacher Education

The School of Teacher Education believes that one of the important aspects of a professional preparation is field experience. Because of its importance, it is vital that the experiences be planned experiences. In Mansfield's program of involvement there are three important phases.

1. **Observation** - a first-hand contact, a look-see, an opportunity for becoming familiar with the pattern of organization, facilities, personnel, program, range of activities, and professional environment of the school, agency, or institution.
2. **Participating Experience** - a planned opportunity to participate in the actual workings of the school, agency, or institution, to gain insights, to develop professional attitudes, to build a conception of the responsibilities and tasks involved, and through this participation, to make decisions concerning future directions in education or in a selected professional career.
3. **Student Teaching or Internship** - a sustained, continuous experience, for a a period of time established by the College of responsible professional practice under the supervision, guidance, and support of qualified staff members from the College and the school, agency, or institution.

Field experiences should be designed to help students become conscious of the forces that affect society, that have an impact on its institutions, and affect its educational needs - from children to the aged. The experiences should begin as early as possible in the student's preparation, continue in an orderly fashion related to the student's professional course work, and culminate in a sustained period of internship in the senior year. To insure an orderly, well-conceived, planned and implemented program for teacher preparation, yet maintaining departmental needs, all field

experiences in teacher education must be coordinated and approved through the office of the Director of Student Teaching.

Student Teaching

Student teaching is considered to be one of the most important phases of the professional preparation of a teacher. At Mansfield this experience included a full-time experience per the student's curriculum and takes place during his senior year. Student teaching is conducted under the guidance of master teachers in elementary and secondary schools and college supervisors. Observing desirable professional attributes, legal concerns, pupil records, extra-class responsibilities, instructional techniques, as well as community relationships are included in this experience. All student teachers follow a calendar established by the College for student teaching.

Assignments to student teaching are made by the Director of Student Teaching upon the recommendation of the Departmental Chairperson and approval of the Dean of Teacher Education. No student is eligible for a final assignment until he/she has reached senior level status, has acieved an overall 2.00 academic quality point average, has obtained a 2.00 average in his area of specialization, has completed the normal pre-rerequitites established by his college department, and has the approval of his departmental chairperson. Students should consult their departmental chairperson or the Director of Student Teaching concerning questions related to student teaching.

Certification

In accordance with the Public School Code of 1949, Sections 1109, 1202, 1209, every professional employee certified to serve in the schools of the Commonwealth of Pennsylvania shall (1) be of good moral character, (2) show a physician's certificate that applicant is neither mentally or physically disqualified from successful performance of the duties of a teacher, (3) be at least 18 years of age, (4) be a citizen of the United States. (Citizenship may now be waived in the case of a resident foreign national with proper approval.)

Four basic types of certificates are issued in Pennsylvania: Instructional, Educational Specialist, Supervisory, Administrative. All certificates are issued in two levels. Level I certificates indicate the initial or provisional type certificate, and Level II indicates a permanent certificate. Teachers receive an Instructional type certificate. Details can be obtained by consulting State Certification Regulations.

An applicant for an initial certificate shall have completed, in addition to all legal requirements, a program of teacher education approved by the Secretary of Education, and shall have the recommendation of the preparing institution. Preparation in General Education, Professional Education, and Specialization studies shall be in accordance with standards established by the Secretary of Education.

Instructional I Certificate (Provisional)

A student successfully completing a curriculum in teacher education qualifies upon endorsement by a designated college official for an Instructional I Certificate, which is issued upon application to the Bureau of Certification, Department of Education, 'Harrisburg, Pa. This certificate is valid for a period of three years of teaching in the Commonwealth of Pennsylvania and may be renewed for an additional three-year period upon the completion of twelve semester hours of post-baccalaureate or graduate study at an approved baccalaureate degree granting institution or by State approved in-service courses.

In the **Elementary Field** this certificate qualifies the holder to teach in the elementary schools of Pennsylvania.

In the **Secondary Field** the certificate entitles the holder to teach subject areas

specified thereon in the Secondary schools of Pennsylvania, grades 7-12.

In **Music Education** the certificate qualifies the holder to teach music in the elementary and secondary schools of Pennsylvania.

In **Home Economics Education** the certificate is valid for the teaching of home economics in all grades of the public schools of Pennsylvania.

In **Art Education** the certificate is valid to teach art in all the grades of the public schools of Pennsylvania.

In **Special Education** the certificate qualifies the holder to teach any area of special education indicated on the certificate in all grades of the public schools of Pennsylvania.

Instructional II Certificate (Permanent)

A permanent certificate requires evidence of three years of successful teaching experience on an Instructional I certificate and completion of twenty-four hours of post-baccalaureate, graduate or in-service credit. A detailed explanation of requirements may be noted by examination of the certification regulations of the State Board of Education of Pennsylvania.

Extension of Instructional Certificates

An instructional certificate can be extended to include another field upon the completion of a program of studies in the new field as prescribed by a college having such an approved program for certification. Endorsement of the application by the appropriate college official should result in the added certification.

Reciprocity of Teaching Certificates

Pennsylvania is a party to the **Interstate Agreement on Qualifications for Educational Personnel** which provides that holders of Pennsylvania certificates are eligible for certificates in other states which are parties to the agreement. More than half of the states have agreements or are in the process of formulating such.

Programs in Early Childhood Education

Undergraduate students may elect a planned program of studies in the area of Early Childhood Education at the same time they are fulfilling courses in the Departments of Elementary Education, Home Economics and Special Education; then the opportunity is available to select the program which meets individual needs and interests.

Students having a special interest in Early Childhood Education should discuss as early as possible, career plans with department chairpersons or other advisors in the three departments. Enrollment in one of the following introductory courses is encouraged: EdEl 201, Pre-Professional Experiences, Home Economics 131, Introduction to Child and Family, or Special Education 101, Introduction to Exceptional Children.

Near the completion of the sophomore year, students should be able to select a specific area of concentration in Early Childhood Education: Early Education for the Handicapped in the Department of Special Education; Child and Family Services in the Home Economics Department; the program for certification to teach in public schools in the Department of Elementary Education.

The program of studies in Early Childhood Education for each department is available in the department offices.

School of Fine and Applied Arts

The School of Fine and Applied Arts became an official organization of the College in September, 1973, a union of the ninety-year-old Music major with the newer Art and Speech and Theatre programs. The latter two programs have been support areas at Mansfield at least since Normal School days, Speech and Theatre coming into its own with a major in 1961, and Art to do so in 1966.

The organization of the School is meant to strengthen the influence of the Arts in the College and serves as well as the College's

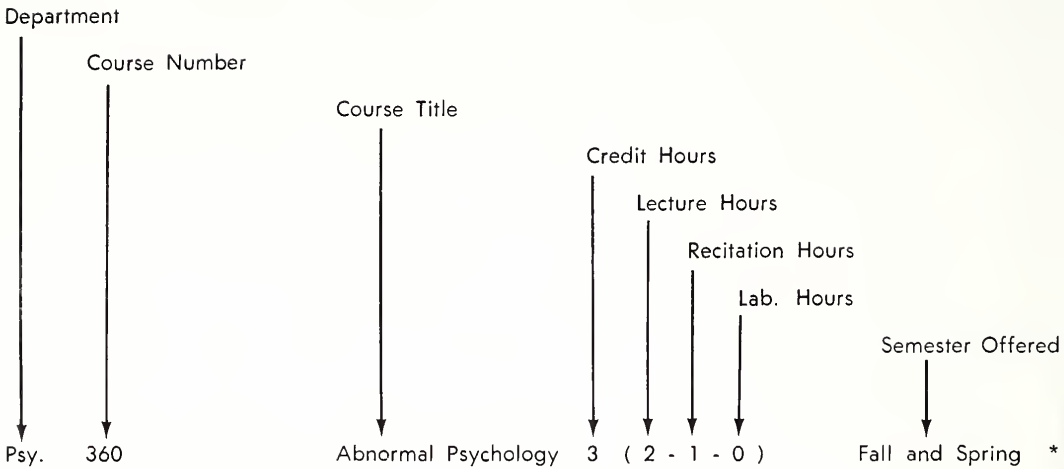
acknowledgement of its responsibility as a cultural and arts center for the region.

The Music Department is accredited by the National Association of Schools of Music. The Speech and Theatre programs have gained increasing attention through their affiliation with the Summer Festival Theatre.

Degree programs are offered in the following areas:

Music: Bachelor of Music, Bachelor of Science in Music Education, Bachelor of Arts, Master of Education, Master of Arts, Master of Science. Art: Bachelor of Science in Art; Speech and Theatre: Bachelor of Arts in Theatre, Bachelor of Arts in Speech Communication, Bachelor of Science in Education-Communications Theatre, Bachelor of Science in Education-Communications Speech.

EXPLANATION OF COURSE DESCRIPTIONS



Survey of psychopathology with emphasis on psychological theory and research, specifically with respect to (1) the difficulties in differentiating between normality and abnormality, (2) delineating the causes of emotional disturbances. Actual experience with the manifestations of psychopathology through case histories, literature and tapes.

Prerequisite: Psy. 100 and 210.

Course description

Requirements which must be met by the student before being admitted to the course.

* An asterisk used here would signify courses which are offered irregularly, infrequently or when staff is available.

allied health studies

Associate in Science (A.S.) degrees are offered in Respiratory Therapy and X-Ray Technology through a jopint program with the Robert Packer Hospital in Sayre, Pennsylvania. Students in these two-year programs must also complete the appropriate practicum during the intervening summer session. All course and laboratory work is performed at the Hospital; instruction is by both the College and the Hospital faculty and staff.

Students in both programs must complete the following College courses: English 111, 112, 313; Psychology 100; an appropriate Mathematics course; an appropriate course in Chemistry or Physics; an appropriate course in the area of social problems; and an appropriate course in the principles of management. Further, the following courses offered by the Hospital faculty must be completed: Biology of Human Systems I and II, and Pathology.

Respiratory Therapy Program. The following courses complete the program in Respiratory Therapy: RT I-IV; Physiology of Respiration; Chemistry of Gases and Solutions; Microbiology; Pharmacology; and Clinical Practicum, offered during the summer session. Extensive application of procedures will be developed during the two-year program.

X-Ray Technology Program. The following courses complete the program in X-Ray Technology: XRT I-IV; X-Ray Physics; Clinical Practicum, offered during the summer session; and Clinical Practice and Evaluation. Extensive application of procedures will be developed during the two-year program.

Students in the Associate degree programs will be required to achieve a 2.0 grade point average in order to graduate, and will be subject to the academic rules and regualtions applying at both the College and the Hospital.

The Robert Packer Hospital programs in Respiratory Therapy and X-Ray Technology have been certified by the Council on Medical Education of the American Medical Association. Completion of the A.S. degree programs will prepare students for the appropriate Board examination for certification.

Admission to the program is granted jointly by the College and the Hospital. Application may be made to either institution, as may inquiries seeking further information.

The College also offers the Bachelor of Science degree in Medical Technology; description of this program will be found under Biology.

COURSE OFFERINGS IN ALLIED HEALTH STUDIES

RPH 101 BIOLOGY OF HUMAN SYSTEMS I
4 [4-0-0] Fall

An integrated approach to the structure and function of the human organ system.

RPH 102 BIOLOGY OF HUMAN SYSTEMS II
4 [4-0-0] Spring

Continuation of RPH 101.

RPH 201 PATHOLOGY
3 [2-0-2] Spring

Reaction of the human body to physical, chemical, and microbial injury; especially designed for students in allied health programs.

RPH 204 MICROBIOLOGY
3 [3-0-2] Fall

Elements of medical microbiology with emphasis on nosocomial infections.

RTH 101 RESPIRATORY THERAPY I
4 [Lectures plus field work] Fall

An introduction to Respiratory. Oxygen and other gases used in Respiratory Therapy are studied and discussed. Methods of supplying and transportating gases are presented with emphasis on safety. Gas pressure and flow-regulating devices are presented in theory followed by student practice in the use of these devices.

RTH 102 RESPIRATORY THERAPY II
4 [Lecture, laboratory, clinical application] Spring

Introduction to the concept of humidity and various humidifying devices used for treatment of respiratory diseases. Aerosol therapy is presented first in theory and then in practice. Aerosol generators from jet capillary to ultrasonic devices are presented with the emphasis on application in treatment of patients. The student learns to operate environmental control devices. Methods of oxygen analysis are presented and practiced. Prerequisite: Respiratory Therapy 101.

RTH 103 RESPIRATORY THERAPY III
4 [Lecture, laboratory, clinical practice] Fall

Instruction in cardio-pulmonary resusciation and management of patient in such an emergency. The student learns to operate simple and complicated ventilators and their effect on patients. Methods of sterilization are taught and practiced. Prerequisite: Respitatory Therapy 102.

RTH 104 RESPIRATORY THERAPY IV
4 [Lecture, laboratory, clinical experience] Spring

Students spend time in the pulmonary function laboratory learning to perform lung spirometery. They interview patients and record information related to the disease process. Prerequisite: Respiratory Therapy 103.

RTH 201 CLINICAL PRACTICUM
4 [All day] Summer only

During the Clinical Practicum, the student will be assigned to the Robert Packer Hospital Respiratory Therapy Department for clinical practice of the theory and procedures they have been taught in the didactic portion of the program. This will include observation of procedures, and unsupervised application after the student has proven competent in the clinical area. The student will be required to keep a written log of his/her experience during this time and submit a weekly report to the educational coordinator of the program. Prerequisite: Respiratory Therapy 102, or equivalent.

RHT 202 PHYSIOLOGY OF RESPIRATION
3 [3-0-3] Fall

Regulation of oxygen consumption and carbon dioxide excretion by the central nervous system. Prerequisites: high school chemistry and algebra, or equivalent.

RTH 203 CHEMISTRY OF GASES AND SOLUTIONS [2-0-2] Fall or Spring

A thorough examination of Henry's Law and its relation to gas transport by the circulatory system.

RTH 204 PHARMACOLOGY
3 [3-0-0] Spring

Survey of pharmacological agents used in diagnosis and treatment of respiratory illness.

XTC 101 X-RAY TECHNOLOGY I
4 [Lectures plus field work] Fall

To provide beginning students with an overall view of radiologic technology as well as to acquaint them with the ethical principles and responsibilities involved in becoming a member of the paramedical profession.

Instruction is provided in radiographic positioning of the bones of the body with emphasis placed on the extremities and spine of the body. Subsequently, a forum for the review, informal discussion, and seminars on the quality of films produced by the student is provided.

XTC 102 X-RAY TECHNOLOGY II
4 [Lectures plus field work] Spring

To develop the knowledge and skills necessary for thorough and efficient darkroom procedure and to give the students a thorough understanding of the theory of x-ray techniques. Instruction in the more difficult radiographic positions is provided, adding to the basic principles of Radiographic Positioning I.

Emphasis is placed on the skull and organs of the chest, abdomen, and pelvis. A forum for review, informal discussion, and seminars on the quality of films produced by the students is provided. Prerequisite: X-Ray Technology 101.

XTC 103 X-RAY TECHNOLOGY III
4 [Lectures plus field work] Fall

To acquaint students with the most difficult radiographic positioning procedures and to give them a thorough working knowledge of the complexities of radiographic exposure factors. Emphasis is placed on maxium safety procedures to protect both personnel and patients in the use of x-rays in detecting and identifying disease processes. Prerequisite: X-Ray Technology 102.

XTC 104 X-RAY TECHNOLOGY IV
4 [Lectures plus field work] Spring

To acquaint students with the necessary physics, the fundamentals of radioisotope technique and the role of the technologist in their use. The course is slanted toward the student whose training is primarily in the field of diagnostic x-ray technology, but whose subsequent employment may include duties in radiation therapy. Students are instructed in the changes that occur in disease and injury and their application to x-ray technology, permitting the technologist to handle seriously ill or injured patients more intelligently. Relative to the application of vital techniques is the instruction given to students in the maintenance of x-ray equipment, to permit detection and correction of simple difficulties. Students are given an insight into the organization, function, supervision, and financial arrangements relative to departments of radiology. Prerequisite: X-Ray Technology 103.

XTC 201 CLINICAL PRACTICUM
4 [All day] Summer only

To instruct students in the use of cones, diaphrams, collimators, filters, grids, screens, and film, and the effect each has on the quality of the radiograph. More specialized instruction is provided for situations involving the role of the radiologic technologist in nursing situations and in the care given to young children. Offered in summer sessions. Prerequisite: X-Ray Technology 102.

XTC 203 X-RAY PHYSICS
3 [2-0-2] Fall

Properties of radiation from Roentgen tubes and radioactive isotopes and their use in medicine. Prerequisites: X-Ray Technology 102, and high school algebra and geometry, or equivalents.

XTC 204 CLINICAL PRACTICE AND EVALUATION
6 [Lecture, laboratory, clinical practice] Spring

An evaluation of the X-Ray students' clinical performance will be made during the final six months of their training. Registered staff technicians and radiologists, whom the students have been working with throughout the training period will evaluate the students' practical application of the knowledge acquired didactically during the prior 18 months of training. This will include professional ethics and manner, radiographic positioning, technical processing, and nursing procedures. Each student will turn in a monthly record of procedures performed which will be evaluated by the director of the training program.

anthropology

Understanding and appreciation of the practices which people in various parts of the world have developed to solve our common human problems are the goals emphasized in these offerings.

Combinations of anthropology with education and art or languages and political science provide foundations for careers such as museum curators or cultural affairs officers in the Foreign Service. A B.A. degree program in Sociology and Anthropology is described under the sociology listing.

COURSE OFFERINGS IN ANTHROPOLOGY

ANTH 101 CULTURAL ANTHROPOLOGY
3 (3-0-0) Fall and Spring

Introduction to culture as a conceptual model and to the variations in behavior systems found among human societies. Cultural institutions are examined including the processes associated with their development and change.

ANTH 102 HUMAN ORIGINS AND EVOLUTION 3 (3-0-0)
Fall and Spring

Study of the development of man with attention to human vairation. Techniques involeved in the discovery, reconstruction, and the classification of man are treated. Provides an introduction to physical Anthropology including prehistoric archaeology.

ANTH 203 HUMAN RELATIONS IN ORGANIZATIONS 3 [1-0-3]

Social dimensions of work organizations including formal and informal interaction pattern as well as belief and symbol systems. Case studies of human problems in industry and field observation of selected work situations are involved. Prerequisite: ANTH 101 or SOC 111.

ANTH 304 STUDIES IN MAJOR CULTURAL SYSTEMS 3 (3-0-0) Fall or Spring

Systematic examination of the cultural system of a major society. Dominant institutional norms are treated as parts of an integrated system. Course may be repeated for different cultural systems. Currently offering Studies in Middle East Culture. Prerequisite: ANTH 101.

ANTH 430 FOREIGN AREA FIELD STUDY
2-8 Summer or Intersession

Supervised field observation of selected aspects of human group activities in one cultural area. Study may be a broad survey of kinship, education, religion, work and governmental patterns or an intensive study of a single institution. Currently offering Field Study in Puerto Rico. Prerequisite: ANTH 101 or SOC 111 and/or permission of instructor.

art

The Art Education Curriculum is offered through the Division of Professional Studies. Upon satisfactory completion, the degree of Bachelor of Science in Art Education is awarded, qualifying the graduate to teach art in the elementary and secondary schools. The curriculum in Art Education is structured to guide prospective teachers to meet the challenge of accomplishment and understanding in General Education, to develop their abilities by providing studio experiences in the areas of drawing, painting, sculpture, graphic arts, ceramics and applied design and to provide a rich background in aesthetics, theory and criticism. Courses in psychology and philosophy of art education, observation, participation and student teaching are the culminating areas of the total art education program.

The program contains the elements of a firm basis for the professional artist. With additonal training and experience Art Education Students may enter careers such as: Art Therapy, Art for the mentally and physically handicapped, museum employment (curator or docent) and various commercial art opportunities.

The Art Department offers varied experiences for the non-art major to explore and investigate visual imagery and communication and develop skills in all studio courses on an individual basis. The Art history courses provide cultural and historical relevance for all college and special students. Studio and Art history courses may be used to fulfill course requirements in humanity and elective groups in general education.

All students must complete the core and Model V requirement of the General Education Program. All General Education requirements of 60-61 SH. must be completed before graduation.

Of the sixty hours required in General Education, the following courses should be taken in the freshman year; Art 102 Survey of Art, and Psych. 100 General Psychology. In the sophomore year, six credits each will be taken in the sciences, social sciences, and humanities or languages.

In the areas of specialization of the thirty-three required credits, the following thre--credit-hour courses will be taken during the first three years: Art 201 Painting I, Art 210 Drawing I, Art 231 Graphics I, Art 241 Color and Design, Art 251 Jewelry I, Art 261 Waterbase Media I, Art271 Ceramics I, Art 281 Sculpture I and Art 295 Plastic and Tactile Crafts.

A minimum of 6 semester hours will be elected from the following courses in the sophomore, junior and senior years: Art 302 Advanced Painting, Art 211 Advanced Drawing, Art 332 Advanced Graphics, Art 342 Advertising, Design and Lettering, Art 352 Advanced Jewelry, Art 362 Advanced Waterbase Media, Art 372 Advanced Ceramics, Art 382 Advanced Sculpture, Art 395 Stage Arts, Art 398 Interior Design, Ed. 420 Photography, Art 345 Design Techniques, Art 346 Woven Textile Workshop, Art 404 Special Problems in Art, Art 445 Advanced Textile Design, Art 497 Independent Study.

Art 325 History of Modern Art will be required in the junior year, and 3 additional hours of art history electives will be taken from the following: Art 320 Primitive Art, Art 321 Ancient and Medieval Art, Art 322 Art of the Renaissance, Art 326 Oriental Art, Art 327 History of Prints or Art 328 History of Architecture or Art 329 History of Black and American Indian Art.

In the Professional Education area, Art 222 History and Philosophy of Education and Art Education will be required in the freshman year. Art 290 Art in Elementary Education will be taken in the sophomore year.

During the junior year Art 292 Art in Secondary Education will be taken, as well as Psy. 230 Educational Psychology. These classes are the Prerequisites for Art 294 Curriculum Development in Art Education, which should be taken either during the junior or senior year. Ed. 302 Audiovisual Communication and Ed. 400 Student Teaching complete the Professional Education requirements.

Art is a specialized unit of study. It covers

General Education, Art Education and Fine Arts, each of which is a specific area of study. Because of these component factors in the educational process, the junior college student is expected to meet the specialized needs of the department.

If the student's art experience is limited, the transfer student is expected to make up any required work. Such matters would be up to the judgement of the Chairman of the Art Department.

Candidates for admission to the Art Education Curriculum must meet the general requirements set by the Office of Admissions as well as meet with the art department staff for a personal interview. A portfolio best representing the student's proficiency in art must be submitted two weeks prior to the personal interview. Contents will be evaluated and discussed at the personal interview.

It is suggested the portfolio contain at least ten pieces and have the following:

1. Examples of two dimensional art such as drawing, painting, print-making, collage, etc.
2. Examples of three dimensional art such as sculpture, jewelry, textiles, ceramics, crafts, etc. Slides or photos of the work may be sent.
3. Examples in the field of design which will employ knowledge of design relationships, color and lettering.
4. Other examples of creative endeavor in the visual arts.

Examples should be presented in an attractive manner using clean-cut mats and proper backing support. Art that is copied from magazines and book reproductions of other artists will not be acceptable.

COURSE OFFERINGS IN ART

ART 101 INTRODUCTION TO ART 3 (3-0-0)
Fall and Spring

A study of representative works of art through the ages for both increased aestheitc perception and deepened awareness of universal human experience.

ART 102 SURVEY OF ART 3 (3-0-0)
Fall

An intercultural and interdisciplinary approach to the dominant movements and ideas as they evolved in the visual arts from the first experience of western man's origin to the twentieth-century.

ART 201 PAINTING I 3 (1-0-5)
Fall and Spring

Introduction to the methods, techniques and approaches of the painter. An exphasis is placed on composition, application and involvement in creative self-expression. Stress is placed upon the understanding and use of the media for solving various problems of representation.

ART 210 DRAWING I 3 (1-0-5)
Fall and Spring

Drawing is stressed to build those skills and attitudes for the remainder of the program. It is an introduction to the two and three-dimensional aspects of drawing. The course will stimulate creative thinking, develop a sensitivity to the art elements and sharpen impressions in the visual memory.

ART 222 HISTORY AND PHILOSOPHY OF EDUCATION AND ART EDUCATION 3 (3-0-0)
Spring

The purpose of this course is to acquaint the student with social, historical and philosphical development in education and art education specifically.

ART 231 GRAPHICS I 3 (1-0-5)
Fall and Spring

An introduction to the print-making processes of linocut, woodcut, lithography, serigraphy, etching, intaglio and drypoint with emphasis on their use for creative expression.

ART 241 COLOR AND DESIGN 3 (1-0-5)
Fall

An introductory course in design for all art majors. Stress is placed on the creative use of colors and basic elements of design emphasing their function and relationaships through discussion and assigned problems. Introduction to types of harmony, sequence and balance while applying methods of design and representation through the use of various media.

ART 251 JEWELRY 1 3 (1-0-5)
Fall and Spring

A study of two and three dimensional design concepts, with emphasis on individualized solutions in the medium of metal. Both precious and common materials will be used. Traditional techniques of jewelry making will be explored.

ART 261 WATER BASE MEDIA I 3 (1-0-5)
Fall and Spring

An investigation into the baterbase media; transparent watercolor, gouache, acrylic polymer.

ART 271 CERAMICS I 3 (1-0-5)
Fall and Spring

Study of hand and wheel methods of forming. Introduction to the principles of glaze formulation; kiln stacking and firing.

ART 281 SCULPTURE I 3 (1-0-5)
Fall and Spring

An exploration of three dimensional design as related to sculpture. Basic techniques of stone and wood carving will be explored in addition to various methods of material build ups (wood plaster, plexiglass, metal, etc.).

ART 290 ART EDUCATION IN ELEMENTARY TEACHING 3 (2-0-4)
Fall and Spring

A pre-student teaching experience in which each student prepares lessons and teaches children in the pre-school age through the fifth and sixth grades. The course not olny involves the science of teaching but also the organization of a program in Elementary Art. Other activities include field trips, observations and participation in nearby public schools. The program takes place on Saturday morning. Prerequisite: Art 222.

ART 292 ART IN THE SECONDARY SCHOOL 3 (4-0-6)
Fall and Spring

A practical introduction to Secondary School methods. Emphasis for the course evolves from practical daily classroom participation. It is through this practical experience that the college student is introduced to classroom procedures, class and lesson organization, school organization, problems in developing learning units, co-curricular activities, team teaching, structured and unstructured approaches, introduction to use and care of supplies and materials, and those problems concerning the art teacher in the total school situation. Prerequisite: Art 222, Art 290.

ART 294 CURRICULUM DEVELOPMENT IN ART EDUCATION 2 (2-0-0)
Fall and Spring

An investigation of the concepts, attitudes, and values of art theory and practice as related to curriculum; a study of classroom problems and procedures in various teaching situations. Prerequisites: Art 222, 290, 292.

ART 295 PLASTIC AND TACTILE CRAFTS 3 [1-0-5] Spring

The purpose of the course is to have the student become more receptive to the three-dimensional media and materials.

ART 300 VISUAL STUDIES IN AESTHETIC EXPERIENCES 3 (3-0-0)
Fall and Spring

Philosophic theories of art, aesthetic experience, principles and criticism in the nature

and comprehension of the character of art; the artist and relationship to life. To be taken during the junior or senior year only.

ART 302 ADVANCED PAINTING
1-6 Credits Fall and Spring

A course for the student who wishes to advance and mature those skills and powers of expression developed in the first level studio course, with emphasis on the development of personal techniques and styles and/or exploration into traditional and experimental media. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any nymber of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 201.

ART 311 ADVANCED DRAWING
1-6 Credits Fall and Spring

A course for the student who wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 210.

ART 320 PRIMITIVE ART 3 (3-0-0)

The study of prehistoric and primitive art from the Paleolithic Period: Africa, Mexico, Europe, the Americas, Asia, Australia and the South Seas. Prerequisites: Art 101 or 102.

ART 321 ANCIENT AND MEDIEVAL ART
3 (3-0-0) Alternate Semester

A comprehensive study of architecture, sculpture, painting and minor arts from the prehistoric through the Gothic period; emphasis on aesthetic values and historical implications, iconographic and symbolic significances. Prerequisites: Art 101 or 102.

ART 322 ART OF THE RENAISSANCE
3 (3-0-0) Alternate Semesters

A comprehensive study of architecture, sculpture, painting in Italy, Flanders, Holland, Germany, England, France and Spain, with emphasis on the general characteristics of the Renaissance. Prerequisites: Art 101 or 102.

ART 325 HISTORY OF MODERN ART
3 (3-0-0) Fall and Spring

A comprehensive study of the development of modern art from nineteenth century neoclassicism through contemporary movements. Prerequisites: Art 101 or 102.

ART 326 ORIENTAL ART 3 (3-0-0)

A study of art in India, China and Japan, in the areas of painting, sculpture, architecture, pottery and the minor arts. Prerequisites: Art 101 or 102.

ART 327 HISTORY OF PRINTS 3 (3-0-0)

The study of the history of printmaking and the significant influences of the Eastern and Western cultures on the graphic processes. Prerequisites: Art 101 or 102.

ART 328 HISTORY OF ARCHITECTURE
3 (3-0-0)

A study of architecture, styles and methods of construction, from the earliest civilization to the present. Prerequisites: Art 101 or 102.

ART 332 ADVANCED GRAPHICS
1-6 Credits Fall and Spring

Advanced problems in the various printmaking processes, linocut, woodcut, lithography, serigraphy, etching, intaglio and drypoint. The student may select the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 231.

ART 342 ADVERTISING, DESIGN AND LETTERING 3 (1-0-5)

An elective course that provides the student with a basic introduction to many of the aspects of designing for the commercial world. Introductions to the psychological, social, technical, economic and cultural aspects are presented through films, seminars, field trips, discussions, and the actual experience of creating advertisements.

ART 343 ARTS AND CRAFTS IN THE SPECIAL EDUCATION CURRICULUM I 3 (1-0-3) Fall and Spring

Creative work in a variety of activities with arts and crafts materials with particular emphasis on the needs of special education classes. Required of students concentrating in the area of special education.

ART 344 ARTS AND CRAFTS IN THE SPECIAL EDUCATION CURRICULUM II 3 (1-0-3) Fall and Spring

Continuation of Art 343.

ART 345 DESIGN TECHNIQUES 3 (1-0-4) Fall and Spring

The creative application of the principles and elements of design and color theory as appled to fibers and fabircs. This includes creative designing of wall hangings, creative weaving, Batik dying and stitchery.

ART 346 WOVEN AND CONSTRUCTED TEXTILES 3 [1-0-5]

Course is designed to familiarize the participants with constructed textile techniques and design, materials, and supply courses. Techniques such as weaving, macrame, knitting, crochet, and rug making are explored through both functional and expressive aspects of textiles.

ART 352 ADVANCED JEWELRY 1-6 Credits Fall and Spring

An advanced study of traditional metal techniques with emphasis on metal smithing, and gem setting. A continued of lost wax processes, exploring various mold materials and methods of casting. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in coordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 251.

ART 362 ADVANCED WATER BASE MEDIA 1-6 Credits Fall and Spring

An opportunity for a student to pursue wider directions in water color and acrylic painting. The course is flexible enough in structure to provide students with opportunities to seek in depth solutions to personal goals. Students may opt for any number of credits not exceeding the total of six. The courses may be taken several times. Prerequisite: Art 261.

ART 372 ADVANCED CERAMICS 1-6 Credits Fall and Spring

Advanced studies and individual projects in techniques studies in Art 271, with emphasis on developing a personal style. Intensive work in throwing on the wheel, hand building, development of stoneware bodies. Glaze calculation and practical modification. Kiln stacking and firing. The course may be repeated any number of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 271.

ART 382 ADVANCED SCULPTURE 1-6 Credits Fall and Spring

A continuation of Sculpture I with emphasis on personal growth and development in specific sculptural media, or experiemental media. The student may elect the number of semester hours for which he wishes to work, with specific requirements developed in co-

ordination with the instructor. The course may be repeated any number of times, not exceeding a total of six (6) semester hours. Prerequisite: Art 281.

EL. ED. 392 TEACHING ART IN THE ELEMENTARY GRADES 3 (2-0-2)
Fall and Spring

The philosophy and principles of art education in the Elementary curriculum; experience in the development of self-expression through a variety of media and activities as the basis for understanding and evaluating children's work. Required of all Elementary majors.

ART 395 STAGE ARTS 2 (1-0-3)

A practical introduction to stage design that can be applied to productions on all levels of the public school system. Elements of design are analyzed in terms of their application to concepts of action, objectives, and quality. Designs are developed in two and three dimensions to resolve the visual image for a given play. Conventional drawings for the theatre (including floor plans, elevation plans, light plot, layout and costume drawings) complete the scenic study.

ART 398 INTERIOR DESIGN 2 (1-0-3)

Interior design in planning, selection and production as applied to the home and its furnishings. This course will deal with the "furnishing" of space for living. This furnishing should meet the human needs for which it was designed.

ART 401 CULTURAL ORIGINS OF THE WEST
6 Credits Summer

A travel-study seminar abroad visiting countries in Western Europe. The course is planned as one of intensive study of the humanities as they originated in that part of the Western World from which our culture springs. Lectures are conducted throughout the tour by the director, a term paper is prepared by the participants. A General Education elective applicable to all curricula.

ART 404 SPECIAL PROBLEMS IN ART
1-6 Credits

This course is offered to those persons interested in expending their scope or gaining depth in specific academic areas related to art and/or education. This course provides an opening or situation whereby a student can fulfill his needs by working with a faculty member who has agreed to advise and direct the student in his efforts. Since this is a mutual agreement between the faculty member and the student, and since the needs and conditions change with each student, the requirements and restrictions are determined by the persons concerned.

ART 444 ART AND RECREATION FOR THE HANDICAPPED CHILDREN
Summer

A three-week workshop with instruction in and practical application of art and recreation for the handicapped child in connection with the Easter Seal Society of Pennsylvania. The course is in two parts. The first part takes place on campus for several days in a classroom situation with instruction and discussion with professionals. The second part takes palce in an Easter Seal Society Camp for the two week session, living, working, and playing with young handicapped children 24 hours a day, under the direction and supervision of both camp and college professionals.

ART 445 ADVANCED TEXTILE DESIGN
1-6 Credits

The course is designed to allow students to develop skills learned in beginning textile courses, either by specializing or learning new techniques. Techniques covered may include weaving (tapestry, pattern, primitive loom), hooking, knotting, crochet, knitting, stitchery, macrame, batik, tie dye, block printing, silk screen, dye painting, ikat, combination techniques. The course may be repeated any number of times not exceeding a total of six (6) semester hours. Prerequisite: Art 345.

ART 497 INDEPENDENT STUDY

[See Page 43 for course description.]

astronomy

Although Mansfield State College does not offer a degree program in astronomy, courses have been developed within the Department of Physics to support other major programs and sequences. It should be especially noted that the surrounding small town-rural environment offers particularly good sky observing conditions.

ASTRO 105 THE EXPLORATION OF THE SOLAR SYSTEM
3[2-0-2] Fall
A descriptive astronomy course concerning contemporary astronomical and astrophysical theories about the solar system.

ASTRO 106 ONE POSSIBLE UNIVERSE
3[2-0-2] Spring

A descriptive astronomy course concerning contemporary astronomical and astrophysical theories about the universe.

ASTRO 112 AEROSPACE SCIENCES
3 [2-0-2] Fall or Spring
Relevance of space exploration to society will be integrated into course content. The laboratory will acquaint the student with propulsion systems; problems of guidance, navigation, radiation and aerodynamics; and the physiological and psychological reactions to space travel.

PHYS. 333 SPACE DYNAMICS
3 [3-0-0]
Application of Newtonian mechanics to solution of actual problems in satellite trajectories and orbits; celestial mechanics and navigation. Prerequisites: Phsy. 188, Math 212.

PHYS. 334 ASTRO PHYSICS
3 [3-0-0]
Application of physics and mathematics to field of astronomy. A study of stellar models, steller evolution, radio astronomy and recent discoveries in astronomy. Prerequisites: Phys. 311, Math 339.

PHYS. 450 CURRENT SCIENTIFIC PHENOMENA
1-3 [half-o-half] when appropriate
This course permits students to take advantage of important temporary phenomena. Thus credit hours, period and time of presentation and instructional personnel must vary. Selection of topics will be based upon intrinsic value and interest as well as importance for other courses.

ASTRO 497 INDEPENDENT STUDY
[See page 43 for course description.]

biology

The biology department offers the non-major student an opportunity to pursue studies which will expand and broaden their knowledge and understanding of the biological sciences. Courses of study include Bio **101,** Man and the Biological World; Bio 102, Contemproary Problems in Biology; Bio 210, Invertebrate Zoology; Bio 220, Botany; Bio 260, Field Methods in Environmental Biology, Bio. 275, Biological Laboratory Techniques for Elementary Science. The latter is a skill and technique course designed for future teachers in elementary and special education.

Three undergraduate degree programs are offered to the biology major. The **Bachelor of Arts [B.A.] program in biology** prepares the student for graduate school in biological areas including optometry, dentistry, veterinary science and medicine as well as biological positions with business, industry, and government agencies. Biology majors in the B.A. program are required to take BIO 111,112; Chem 111,112,211,212; Math 112,113 with an option to substitute Math 105 and 107 for Math 113; Physics 188,211. In addition the student is expected to complete 27 semester hours of biology electives and Bio 404.

The Secondary Education [B.S.E.] program in biology prepares the student to enter the teaching profession with certification in both biology and general science and also to pursue study at a graduate level. The B.S.E. major takes the same basic courses in biology, chemistry, math and physics as those required for the B.A. program (see above). 15 additional credits of approved biology electives, courses in professional education and student teaching are necessary for completion of the B.S.E. program.

The Medical Technology [B.S.] program provides the student an opportunity to prepare for a career in Medical Technology. Under this program the student completes three years of pre-professional study at Mansfield State College and one year of clinical study at an approved hospital School of Medical Technology. With some modifications basic requirements are the same as those for the B.A. and Secondary Education programs. Under advisement, the student earns a minimum of 96 credits during the three years at the college. When the student has successfully met all General Education and pre-professional requirements at the College, he (she) is eligible to apply as a candidate for admission to the professional or clinical year of study (50 weeks) at an approved hospital School of Medical Technology. Upon acceptance by the hospital, the student then completes the fourth year of training which includes studies in Microbiology, Chemistry, Clinical Microscopy, Hematology, Serology, Blood Bank, and Histologic Technique for a total of 32 semester hours. When all phases of the program are completed (3 years of pre-professional and 1 year of clinical) the student is awarded the degree Bachelor of Science--Medical Technology by Mansfield State College. Furthermore, the student is now eligible and is expected to take the examination for registration given by the Board of Registry of Medical Technologists of the american Society of Clinical Pathologists.

Students who have taken Bio 101 and 102 and susequently choose biology as a major are responsible for the material given in Bio 111 and 112 and will be expected to audit those sections of that course with which they are unfamiliar. To avoid loss of time, a student wishing to transfer to Mansfield from other colleges and universities should have completed during the freshman and sophomore year the equivalent of the required courses previously listed for the biology major.

COURSE OFFERINGS IN BIOLOGY

BIO. 101 MAN AND THE BIOLOGICAL WORLD 4 (3-0-2)
Fall and Spring

An introduction to biological processes; study and discussion of these processes together with ecological aspects of life. The laboratory stresses demonstration and analysis of biological processes.

BIO. 102 CONTEMPORARY BIOLOGICAL PROBLEMS 3 (3-0-0) Fall and Spring

There is no fixed syllabus. Topics are current and usually changed for each semester. Guest lecturers will be given time to present their specialities. Prerequisite: Bio 101.

BIO. 111 PRINCIPLES OF BIOLOGY I 4 (3-0-3) Fall and Spring

A survey of classical and modern theories in biology, emphasizing molecular and cellular aspects. The laboratory emphasizes the experimental approach to molecular and cellular biology. Designed for biology majors.

BIO. 112 PRINCIPLES OF BIOLOGY II 4 (3-0-3) Fall and Spring

A survey of classical and modern theories in biology, emphasizing the organism and the population as levels of organization. The laboratory emphasizes physiological and ecological interpretation. A continuation of Bio. 111. Prerequisite: Bio 111.

BIO. 210 INVERTEBRATE ZOOLOGY 4 (3-0-3) Fall or Spring

Anatomy, physiology and taxonomy of the invertebrates, with emphasis on ecological relationships and some attention to embryology and genetics. Prerequisites: Bio. 101 and 102, or 111 and 112.

BIO. 220 BOTANY 4 (3-0-2) Spring

Study of plant development structure, growth, diversity, and evolution. Prerequisites: Bio. 101 or 111.

BIO 250 MARINE BIOLOGY 3 [2-0-2] Spring

This course includes studies basic to the biology and ecology of marine organisms. Practical applications such as biological-ecological sampling techniques and species indentification are covered in the laboratory and on a coastal field trip. Prerequisites: BIO 111 and 112 or permission of the instructor.

BIO. 260 FIELD METHODS IN ENVIRONMENTAL BIOLOGY 3 (0-2-12) Summer only

A study of the field methods employed in measuring the biological qualities of the environment. Techniques applicable to surveys of the major aquatic and terrestrial habitats are taught through field experience. Anaylsis of data obtained and consideration of its significance is an integral part of the course. Prerequisites: Bio. 101 or equivalent; Bio. 310 recommended.

BIO 275 BIOLOGICAL LABORATORY TECHNIQUES FOR ELEMENTARY SCIENCE 2 (0-0-2) Fall and Spring

Provides for the development in the basic manipulative skills needed for the competency in handling laboratory equipment. The course is "laboratory centered" and stresses good laboratory techniques for the teaching of the biological aspects of the elementary science program. Prerequisite: Bio. 101.

BIO. 302 FIELD ZOOLOGY 3 (2-0-3) Summer only

Taxonomy of local fauna; field collections and laboratory studies. Prerequisites: Bio. 101 and 102 or Bio. 111 and 112 or Bio. 210.

BIO. 303 LOCAL FLORA 3 (1-0-4) Summer

Taxonomic study of local flowering and non-flowering plants. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 305 THE EVOLUTION AND CLASSIFICATION OF PLANTS 3 (2-0-2) Fall or Spring

Systematic study of plants based on the

data available chiefly from morphology, anatomy, cytology, genetics, paleobotany and geobotany. Emphasis is placed on modern principles of plant taxonomy. Practical identification of representatives of the major groups of plants is included. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 310 ECOLOGY 3 (2-0-2) Fall

A study of the fundamental ecological principles manifested in the mutual relationships of plants and animals in their environment. Prerequisites: Bio. 111, 112 or permission of instructor.

BIO. 312 POPULATION BIOLOGY AND EVOLUTION 3 (2-0-2)
Spring, alternate years

A study of the principles of population biology and the evolutionary process. The interactions of genetics and ecology which produce natural selection are emphasized in the lectures. The laboratory emphasizes experimental support for the theories presented. Prerequisites: Bio. 111 and 112 or equivalent; Bio. 310 and 340 are recommended.

BIO. 320 ORNITHOLOGY 3 (2-0-3)
Spring

The biology of birds with emphasis on structure, behavior and taxonomy. Field trips for the study of local birds. Prerequisites: Bio. 111 and 112 or 210.

BIO. 325 ENTOMOLOGY 3 (2-0-2)
Fall, alternate years

Survey of the classification, structure, physiology, biology and economic importance of insects. An introduction to the study of insects as a major segment of the biological community. Laboratory exercises on the anatomy and practice in the techniques of insect identification. Prerequisite: Bio. 210.

BIO. 330 PLANT PHYSIOLOGY 3 (2-0-2)
Fall, alternate years

A course designed to develop an understanding of the chemical and physical processes occurring in plants including respiration, photosynthesis, harmonal activity, osmosis, transpiration, mineral absorption and translocation. The laboratory work will involve analysis of these functions. Prerequisites: Bio. 111, 112 and 220.

BIO. 331 VERTEBRATE ANATOMY 3 (2-0-4) Fall

A history of vertebrates and a study of comparative systems through the major vertebrate groups correlating their historical development. Prerequisites: Bio. 111 or Bio. 101.

BIO. 332 PHYSIOLOGY 3 (2-0-2) Spring

A systematic study of the life processes and functions of the animal body with particular emphasis on the mammalian vertebrate. Prerequisites: Bio. 111 or Bio. 101.

Bio. 333 QUANTITATIVE BIOLOGY 3 [3-0-0]

An application of mathematics to the science of biology using exercise problems based on the student's fundamental mathematical knowledge to demonstrate the methods of creating and analyzing biological experiements.

BIO. 340 GENETICS 3 (2-0-3)
Spring or Fall

An introductory course on the basic principles and concepts of genetics concerning chromosomes, DNA, RNA, linkage, etc. An initial discussion will cover classical genetics followed by an in-depth study of biochemical genetics. The laboratory section of this course will be used to demonstrate the aforementioned principles and concepts as well as acquaint the student with some of the organisms used in genetic research. Prerequisites: Bio. 111 and 112 or permission of instructor.

BIO. 345 EMBRYOLOGY 3 (2-0-3)
Fall or Spring

Study of the origin and development of animals with special emphasis on the frog, chick and mammal. Laboratory study of embryological slides. Prerequisites: Bio. 111 and 112.

BIO. 351 ANIMAL HISTOLOGY AND BASIC MICROTECHNIQUES 3 (2-0-2)
Alternate Springs

A systematic study of the microanatomy of the vertebrate body starting with cells and tissues and working through the complete organ systems. Prerequisites: Bio. 111 or Bio. 101.

BIO. 355 MICROBIOLOGY 3 (2-0-3) Fall

An introductory course with an emphasis on the basic principles and concepts of microbiology concerning anatomy, classification, physiology and practical uses of micro-organisms. The laboratory section of this course will be used to demonstrate the aforementioned principles and concepts as well as help the student develop aseptic technique. Prerequisites: Bio. 111 and 112 or permission of instructor.

BIO. 360 ICHTHYOLOGY 3 (2-0-3)
Fall, alternate years

A field and laboratory study of the fish inhabiting the streams and rivers of this area constitutes the major portion of this course. Collection, measurement and identification of species are done by the student. Chemical data as related to fish populations, management and meristic characters will be collected and analyzed. Prerequisites: Bio. 210, 302, 310, 331.

BIO. 362 LIMNOLOGY 3 (2-0-3)
Fall, alternate years

This course deals with basic concepts in the study of inland waters. Focus on biological, chemical, physical and geological factors which determine biological productivity in natural waters. Prerequisites: Bio. 102 or 112 or permission of instructor.

BIO. 375 PLANT MORPHOLOGY 3 (2-0-2)
Fall, alternate years

Comparative study of vegetation and reproductive structures of the principle plant groups with an aim of understanding their possible relationships. Prerequisites: Bio.: 111-112 or Bio. 220.

BIO. 380 MYCOLOGY 3 (2-0-2)
Fall or Spring

A study of fungi with emphasis on the comparative morphology and on the relation of fungi to humans. Identification of local fungi is included. Prerequisites: Bio. 111-112 or Bio. 220.

BIO. 385 HERPETOLOGY 3 (2-0-3)
Summer only

The biology of amphibians and reptiles with special emphasis on evolution and adaption. Laboratory studies will stress structure, adaption, and speciation. Field studies will illustrate life history and ecology. Prerequisites: Bio. 111, 112, or 101-102.

BIO. 404 BIOLOGY SEMINAR 1 (0-1-0)
Fall and Spring

Study and research projects involving investigation of recent literature in the field of biology; preparation of seminar papers on assigned problems.senior biology majors only.

BIO. 444 MOLECULAR BIOLOGY 3 (2-0-2)
Fall, Alternate years

An examination of the principles and techniques underlying the chemical and physical aspects of living systems. A study of the structure and activities of biological molecules which, properly integrated, constitute all forms of life. The laboratories will demonstrate techniques of the activities, separation and analysis of these molecular forms.

BIO 497 INDEPENDENT STUDY
[See page 43 for course description.]

The Chemistry Department offers both the B.S. degree for teacher certification and the B.A. degree for the professional chemist.

The B.A. program provides the necessary qualifications for a professional chemist and/or further graduate programs leading to the M.S. and Ph.D. degrees. The B.A. program also provides sound and adequate preparation for areas such as medicine, dentistry, optometry, patent law and other professions. The program is structured to meet the minimum standards as outlined by The American Chemical Society.

The B.S. program is designed for thoise students planning to become teachers at the secondary education level. The teacher training portion of the B.S. program is supervised by the Department of Secondary Education.

All prospective chemistry majors should have, or obtain during the first semester, the equivalent of high school algebra and trigonometry.

Both degree programs include the following courses: Chem. 111, 112; Chem. 211, 212; Chem. 311; Chem. 321,322; Chem. 332 and Chem. 410 (two semesters); Math. 112, 113, 212 plus Math. 102 or a mathematics elective; Physics 188 and 211.

Additional courses in the upper divisional level required for the B.A. degree are: Chem. 420 and Chem. 431 plus two electives in chemistry exclusive of Chem. 490 plus Chem. 497 plus electives in related fields.

One upper level elective is also required in the B.S. program.

COURSE OFFERINGS IN CHEMISTRY

CHEM. 101 INTRODUCTORY CHEMISTRY
4 (3-1-2) Fall and Summer

A treatment of fundamental principles for non-science majors such as Home Economic students. Not open to science majors.

CHEM. 102 ORGANIC AND BIOCHEMISTRY
4 (3-1-2) Spring and Summer

Principles of organic and biochemistry which are important and useful to non-science majors. Not open to science majors. Prerequisite: Chem. 101.

CHEM. 103 ENVIRONMENTAL CHEMISTRY
3 (3-0-0) Fall, Spring

A non-laboratory course for non-science majors which deals with the chemical aspects of pollution, resource depletion, energy sources, drugs, chemical additives, etc.

CHEM 106 CHEMISTRY FOR THE ALLIED HEALTH SCIENCES
3 [3-0-0] Spring

A one semester survey course for non-science majors. General, Organic, Biochemistry and Clinical Chemistry are emphasized for students in health support programs.

CHEM. 111 GENERAL CHEMISTRY I
4 (3-0-3) Fall

Designed for science majors, this course is a study of the fundamental principles of chemistry from the standpoint of stoichiometry, gases, states of matter, solutions and equilibrium theory. Laboratory sessions stress chemical principles discussed in the lecture.

CHEM. 112 GENERAL CHEMISTRY II
4 (3-0-3) Spring

A continuation of Chem. 111, Kenetics, thermodynamics, oxidation-reduction, atomic and molecular structure, bonding and periodic relationships are studied. The laboratory work is an introduction to inorganic qualitative analysis and includes experiments designed to exemplify chemical principles. Prerequisite: Chem.: 111.

CHEM. 211 ORGANIC CHEMISTRY I
4 (3-0-4) Fall

Fundamentals of organic chemistry are presented. Modern theory, reaction mechanisms and stereochemistry are included along with nomenclature, preparations, reactions and properties of organic compounds. The laboratory stresses synthesis, chemical and physical properties and an introduction to instrumental technique. Prerequisite: Chem. 112.

CHEM. 212 ORGANIC CHEMISTRY II
4 (3-0-4) Spring

A continuation of Chem. 211. Prerequisite: Chem. 211.

CHEM. 311 QUANTITATIVE ANALYSIS
4 (3-0-4) Fall

An introductory course in analytical chemistry emphasizing classical titrimetric and gravimetric methods and related theories. Prerequisite: Chem. 112.

CHEM. 321 PHYSICAL CHEMISTRY I
4 (3-0-4) Fall

A study of the fundamental principles of thermodynamics of gasses and non-electrolytes. Topics include: kinetic theory, gases, thermodynamic laws, chemical equilibrium, liquids, phase equilbria and non-electrolyte solutions. Prerequisitesz; Chem. 212, Math. 211, Physics 188 and 211. Prerequisite: 311.

CHEM. 322 PHYSICAL CHEMISTRY II
4 (3-0-4) Spring

A continuation of Chem. 321. Topics include: thermodynamics of electrolytes, atomic and molecular structure and chemical kinetics. Prerequisite: 321.

CHEM. 332 INSTRUMENTAL ANALYSIS
3 (2-0-3) Spring

Principles and applications of instrumental methods in chemical and structural anaylsis. Studies include electroanalytical, spectrophotometric and chromatographic techniques. Prerequisites: Chem. 311,321.

CHEM. 341 BIOCHEMISTRY 4 (3-0-3) Fall

A study of carbohydrates, lipids, proteins, enzymes, nucleic acids, vitamins and hormones in terms of structure, function and synthesis in living systems. The laboratory includes the isolation, identification and chemical behavior of biochemically important molecules. Prerequisites: Chem. 212 or consent of instructor.

CHEM. 342 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES 4 (3-0-2)
Spring, even numbered years

A one semester course in physical chemistry emphasizing subjects bearing on the life sciences. Topics include buffers, bioenergetics, kinetics of enzyme reactions, colloidal and large particle systems, membrane phenomena, nuclear chemistry and elementary treatments of traditional subjects in physical chemistry. Prerequisites: Chem. 212, Physics 211.

CHEM. 352 RADIOCHEMISTRY 3 (2-0-3)
Spring, odd numbered years

Study of radioscope methodology. A laboratory oriented course familiarizing the student with radiation detection and applications in natural science problems. The course is of practical value to the B.S. and B.A. science major. Prerequisite: Junior or Senior science majors or permission of the instructor.

CHEM. 410 CHEMISTRY SEMINAR
1 (1-0-0) Fall and Spring

Reports emphasizing chemical literature searches and/or current research. Prerequisite: Upper division chemistry majors.

CHEM. 420 QUALITATIVE ORGANIC CHEMISTRY 3 (2-0-4)
Fall

The identification of organic compounds by various classical and instrumental techniques. Prerequisite: Chem. 212.

CHEM. 421 ADVANCED ORGANIC CHEMISTRY 3 (3-0-0)
Spring, even numbered years

An advanced lecture course designed to deepen and expand knowledge in the field. Topics such as reactions, mechanisms, reactive intermediates, photochemistry, kinetics, stereochemistry, natural products and spectroscopy may be stressed. Prerequisite: Chem. 212.

CHEM. 431 ADVANCED INORGANIC CHEMISTRY 4 (3-0-4)
Fall or Spring

A presentation of atomic structure and periodic properties. In addition to other topics, valence bond, molecular orbital, crystal field and lingand field theories are treated in detail. Laboratory preparations of representative compounds are included. Prerequisite: Chem. 322.

CHEM 432 STRUCTURAL CHEMISTRY 3 (3-0-0)
Spring, odd numbered years

Modern methods of structure determination of inorganic and organic compounds. X-Ray diffraction, ultra-violet and infrared absorption spectra, mass spectrometry, and nuclear magnetic resonance spectroscopy is discussed in detail. Prerequisite: Chem. 332.

CHEM. 490 PROBLEMS IN CHEMISTRY
1-3 Credits, 2 hours lab per week per hour of credit

Study projects under the direct supervision of an instructor. Library and laboratory research in selected problems. Prerequisite: Consent of instructor.

CHEM. 497 INDEPENDENT STUDY
[See page 43 for course description.]

computer and information sciences

Emergence of computers as major devices in the handling of great amounts of information is a very recent development. The course offerings described below are designed to teach recognition of and procedures for meeting the information requirements of various organizations. Primary emphasis is on information systems for managerial needs in business organizations, but those of governmental agencies, health services, social welfare organizations and others are treated. Further, the courses provide for mastering computer technology, application and theory beyond computer programming level.

The Bachelor of Science degree with a major in Information Processing requires satisfactory completion of eleven (11) Computer and Information Sciences courses totaling thirty-three (33) semester hours; and eight (8) particular courses in other areas. Those courses required of all majors are CIS 100, 101, 105, 110, 230, MA 105, 107, 112, 270, ECON 101, 102, SOC 111, 203.

The program is flexible allowing students to place their emphases either on Computer Science aspects, on computer applications, or on organizational systems. The opportunity exists for qualified students to spend a semester as an intern working in an industrial or governmental office, thus acquiring practical knowledge and experience.

Graduates of this program should be prepared to take junior management positions or entry level positions as sytems analyists.

Students interested in gaining a general appreciation of the significance and potential consequences of the use of computers in modern society are encouraged to elect the Computers in Society course. Several courses when combined will provide non-majors with a foundation in modern accounting practices.

COURSE OFFERINGS IN COMPUTER AND INFORMATION SCIENCES

CIS 100 MANAGEMENT AND ORGANIZATION 3 (3-0-0) Fall

Designed to acquaint the student with the functions and internal structure of modern business organizations as well as various techniques and systems employed by management in pursuit of desired organizational objectives.

CIS 101 COMPUTERS IN SOCIETY 3 (3-0-0) Fall and Spring

An introduction to computing, designed to acquaint the student with the broad impact of computers on modern society, and to provide a basic understanding of how to program and use them. Particular attention will be paid to the extension of concepts and capabilities made possible by the advent of computers. Through the use of the computer in a variety of applications drawn from the social sciences and humanities, as well as from the natural sciences, it is stressed that the computer is not primarily a numerical calculator but a general symbol processor.

CIS 105 PROGRAMMING AND INFORMATION PROCESSING 3 (3-0-0) Spring

Topics to be covered will be definition of the problem, problem analysis, programming analysis — to include flowcharting and decision tables, program preparation, optimization — using the Common Business Oriented Language (COBOL), program operation and maintenance, and documentation. Examples of problems and programming solutions will be used throughout the course. The student will be expected to write and execute his own programs on the computer.

CIS 110 INTRODUCTION TO ACCOUNTING 3 (3-0-0) Fall and Spring

An introductory course in accounting that will develop a basic understanding of debits and credits, accounts receivable, accounts payable, current assets, liabilities, and capital accounts, balance sheets and profit and loss statements. Also included will be an introduc-

tion to the preparation of federal income tax returns for single proprietorship businesses.

CIS 215 MANAGERIAL ACCOUNTING
3 [3-0-0] Fall or Spring

Management uses of information, reporting and analysis, control, cost accounting, variances, planning and budgeting. Prerequisite: CIS 110.

CIS 225 AUTOMATED ACCOUNTING SYSTEMS
3 [3-0-0] Spring

A general introduction to the development and implementation of an electronic data processing accounting information system. Approach, elements of design, input media, computer-based accounting, audit trails, relevancy and timeliness of information. Prerequisites: CIS 105 and CIS 110.

CIA 230 LANGUAGE AND STRUCTURE OF COMPUTERS
3 [3-0-0] Spring

Fundamentals of assembly language programming. The logical basis of computer structure, machine representation of information, flow of control, instruction codes, arithmetic and logical operations, indexing and indirect addressing, input-output, symbolic representation of programs and assembly systems, and recent advances in computer organization. Prerequisite: Math 107 or CIS 105.

CIS 301 DATA STRUCTURE AND MANAGEMENT
3 [3-0-0] Spring

Representation, classification and management of information. Involves data organization; relationships between data items, fields, records, files and volumes; ordering of data into arrays, trees and graphs, input and output devices; sequential and random access concepts of data management; and algorithmic and string manipulation languages applied to these data structures. Prerequisites: Math 107 and CIS 105.

CIS 310 INTRODUCTION TO SYSTEMS ANALYSIS
3 [3-0-0] Fall

An introduction to the concepts of systems analysis and design. Problem definition, data gathering, information analysis, presentation techniques, implementation planning, system controls, documentation. Selected case studies. Prerequisites: CIS 100 and CIS 105.

CIS 325 OPERATING AND PROGRAMMING SYSTEMS
3 [3-0-0] Fall

Functions of computer components (CPU, reader, punch, tapes, printer, memory), systems, hardware, operation, maintenance, accounting routines. Insight into the function of translators, compilers, monitors, assemblers, processors, generators, data scheduling systems, simulators, sort-merge, control and supervisory systems, libraries and systems support. Prerequisite: CIS 230.

CIS 420 SPECIAL PROBLEMS IN COMPUTER APPLICATIONS

An individualized honors course designed to allow a student to pursue a specialized topic or project under supervision. Credit is granted acording to the scope and nature of the project. Student may be nominated or sponsored by the professor interested in the work. Course may be repeated for different projects.

CIS 480 OPERATIONS RESEARCH
3 [3-0-0] Fall

The development and use of the techniques of operations research. Topics include linear programming, queuing theory, probabilistic inventory models and stimulation. Prerequisites: MA 105, MA 112, and MA 107 or CIS 105.

CIS 497 INDEPENDENT STUDY
[See page 43 for course description.]

criminal justice administration

The Department of Criminal Justice Administration offers a general background in Law Enforcement, Corrections, and Judicial Administration leading to a **Bachelor of Arts degree.** The majority of the students in Criminal Justice Administration are prepared for first-level entry into police agencies, corrections, or other positions in Criminal Justice Administration. In combination with other fields of study the program in Criminal Justice Administration assists in the preparation of students who are interested in careers in law, public administration, planning, court services, juvenile delinquency control and prevention, and urban problems. The department also prepares students who wish to pursue graduate study in a specialized area of Criminal Justice Administration.

The department is currently adding new courses in Court Management & Services and other relevent areas; contact the Chairman for latest information.

A wise selection of courses is most desirable in preparing for immediate employment or post-graduate education. Therefore, great emphasis is placed on student-advisor relationship. Opportunity is provided for field experience in a public Criminal Justice agency through directed internships and immersions.

All students must fulfill the General Education requirements of the College. In meeting these requirements, Criminal Justice Administration majors are strongly urged to consider course work in other areas.

COURSE OFFERINGS IN CRIMINAL JUSTICE ADMINISTRATION

CJA 250 INTRODUCTION TO THE ADMINISTRATION OF CRIMINAL JUSTICE
3 [3-0-0] Fall and Spring

An introduction to the field of criminal justice, the development of police, courts and correctional institutions of government, conceptual and philosophical issues relating to contemporary law enforcement, courts and corrections, the literature, studies, research, and authorities in criminal justice, and careers in criminal justice.

CJA 251 POLICE-COMMUNITY RELATIONS
3 [3-0-0] Fall or Spring

Basic definitions; rule of law; psychological and sociological aspects of police-community relations; police and minority groups; social change and law enforcement; programs in police-community relations; police discretion; police role; and police problems.

CJA 254 INTRODUCTION TO CORRECTIONS ADMINISTRATION
3 [3-0-0]

Origin and history of incarceration practices and procedures; associated sociological, criminological and penological concepts; categories of inmates and laws affecting classification; special custody problems and treatment programs; staff-organization--professional, administrative and custodial; personnel training, recruitment and promotions; interagency relationships and cooperation; release programs, furloughs, work-release and final discharge.

CJA 256 PROBATION AND PAROLE
3 [3-0-0]

Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision, release of probationers and parolees, alternatives to incarceration.

CJA 257 CORRECTIONAL INSTITUTIONS AND SERVICES
3 [3-0-0-0]

Intensive analysis of intramural and extramural programs for juvenile and adult offenders; professional functions in the total correctional process.

CJA 324 ADMINISTRATION OF JUSTICE

An examination of the role and function of

the judiciary in the policy-making process. Emphasis is placed on the variables affecting the process of judicial decision-making as well as a study of modes of compliance by the populace to judicial decisions.

CJA 354 CRIMINAL LAW
3 [3-0-0]

Principles, theories and doctrines of the law of crimes with a unified study of legal defenses; elements and proof in crimes of frequent concern; importance of criminal law at the enforcement level is considered from crime prevention to the courtroom; case analysis.

CJA 355 EVIDENCE AND CRIMINAL PROCEDURE
3 [3-0-0]

Rules of evidence of particular import at the operational level in law enforcement; types of evidence; principles of admissibility; the attendance and production of witnesses, their competency and impeachment; arrest, search and seizure, use of force; Supreme Court decisions affecting this area of Criminal Justice Administration.

CJA 356 LAW OF CORRECTIONS
3 [3-0-0]

Analysis of the legal dimensions of sentencing; the correctional treatment of persons under sentence and conditional release and revocation with emphasis on administrative decision-making in the correctional process.

CJA 357 CORRECTIONAL STRATEGIES
3 [3-0-0]

Offender classification; special offender groups, treatment, custody, recidivism; strategies designed to change offender conduct; evaluation of treatment programs and research in corrections.

CJA 359 JUVENILE JUSTICE
3 [3-0-0]

Structure and format of the juvenile justice system--police, courts and corrections; analysis and description of the organizational structure of each of the subsystems of the juvenile justice process; introduction to juvenile justice literature and research findings. The etiology and epidemiology of juvenile delinquency. New juvenile codes. Diversion programs in juvenile justice.

CJA 450 PRACTICUM IN CRIMINAL JUSTICE ADMINISTRATION
[3 to 12 credits]

Educational and work experience in an actual criminal justice agency--law enforcement, courts, and corrections; work-study plan; applicable agency research projects; periodic conference with criminal justice agency personnel and faculty advisor.

CJA 452 POLICE ADMINISTRATION
3 [3-0-0] Fall

Principles, theories and concepts of organization and management in law enforcement and related public safety agencies; the evaluation of administrative devices; an analysis of major issues, organizational problems, and planning and research.

CJA 453 POLICE ORGANIZATION AND ADMINISTRATION
3 [3-0-0]

Organizational theory, budgeting, personnel management, planning, information management theory, civil service, unions, management prerogatives, supervision, executive development, manpower distribution schemes, and, policy development and execution as applied in both small and large law enforcement agencies.

CJA 497 INDEPENDENT STUDY
[See page 43 for course description.]

earth - space science

The requirements for the Bachelor of Science in Secondary Education degree in this field are straightforward. The Group III, Science, area of general education will be a four course group. Included here will be one Geology and one Astronomy course. In addition, 9 courses in the sciences will be taken under rigorous advising by the Earth-Space science faculty within the Department of Physics. Fulfilling these two requirements will yield a minimum of 39 semester hours in the field.

The purpose of these broad requirements is to enable students choosing this major to uniquely bias their own training into such areas as Astronomy, Geology, Geophysics and Geochemistry. Under proper course selection this program can lead to dual certification in a number of content areas.

economics

Providing knowledge of the ways money, men and products are interrelated, especially in American society, is the principle emphasis of the offerings of economics. Students interested in careers in business or governmental service should consider taking work in this area. Fundamental knowledge of econonics is desirable for most graduate programs in business administration or public administration.

COURSE OFFERINGS IN ECONOMICS

ECON 101 AMERICAN ECONOMY: MACRO
3 [3-0-0] Fall and Spring

An introduction to aggregate economics with emphasis on interdependence of sectors of an economy, aggregate concepts, determination of national income and fiscal and monetary policy for stabilization.

ECON 102 AMERICAN ECONOMY: MICRO
3 [3-0-0] Fall and Spring

The mechanism of the free enterprise system: pricing, production, and employment under various market conditions; funcational distribution of income; selected topics in modern theory of general equilibrium and welfare economics.

ECON. 204 HISTORY OF ECONOMIC THOUGHT 3 (3-0-0)
Fall or Spring

A study of economic ideas from the eighteenth century to the present. A brief review of physiocracy and mercantilism followed by a closer survey of classical liberalism, pre-Marxist and utopian socialism. Marxism, neoclassicism, institutionalism and other contemporary developments.

ECON. 205 CONTEMPORARY ECONOMIC PROBLEMS 3 (3-0-0)
Fall or Spring

Examination of some of our crucial economics problems: unemployment, inflation, poverty; also of some of the minor issues: right-to-work, national debt, and of several international concerns, i.e., the Common Market.

ECON. 311 MONEY AND BANKING
3 (3-0-0) Fall or Spring

An inquiry into the monetary system of the U.S. Brief examination of historical development; the functioning of monetary policy is considered. Emphasis on the public/private nature of our banking system.

ECON. 401 LABOR RELATIONS 3 (3-0-0)
Fall or Spring

Equal consideration is given to the market and institutional factors of labor management relations. The role of government especially as defined in major legislation is examined. Historical development of trade unions serves as an introduction.

elementary education

Elementary Education at Mansfield State College has as its purpose the preparation of men and women for teaching in the elementary school. It is a four-year program leading to the degree of Bachelor of Science in Education. Included is a sequence of field experiences at the sophomore, junior and senior years. Offerings in the department of Elementary Education and in related professional education departments should be scheduled during the junior and senior years.

The Department of Elementary Education recommends that students planning to major in Elementary Education make a strong effort to build a background of experience with young children. A student may choose to work in summer camps of playgrounds, in summer school programs as teacher aides or in similar activities. In some cases students find it advantageous to serve in a paraprofessional role with children prior to initiating formal academic work.

Students tentatively in the field of elementary education should include the following courses in their first two years of General Education: Psy 100 General Psychology, Psy. 230 Educational Psychology. Students are expected to complete both courses prior to enrolling in elementary education courses at the junior level.

The two semester course, EdEL 201-202 Pre-Professional Experiences, is to be scheduled during the sophomore year, and is required for acceptance as an upper division student with a major in elementary education. Students planning to transfer to Mansfield State College at the junior year should contact the department chairman regarding the EdEl 201-202 Pre-Professional Experience requirements.

During his last semester as a spohomore, a student will apply to the Department of Elementary Education for acceptance as an upper division student with a major in Elementary Education. Requirements for upper acceptance include: near completion of the General Education requirements, an overall 2.0 quality point average, grades of C or better in freshman English, and recommendation by the student's advisor.

During the junior year a student will be scheduled for a Professional Semester. The Professional Semester includes six courses in the major area of specialization, and an observation/participation experience in the local elementary school. This integrated experience serves as an opportunity for students to work with boys and girls in a classroom setting and to participate in a variety of experiences related to the methods courses offered by the department. The following courses are included in the Professional Semester: EdEL 301 Observation/Participation in the Elementary School, EdEL 360 Children's Literature, EdEL 383 Teaching of Reading, EdEL 384 Teaching of Mathematics, EdEL 385 Teaching of Language Arts, EdEL 386 Teaching of Social Studies, and EdEL 387 Teaching of Science.

In the major area of specialization, the following courses are also required: EdEL 350 Child Development, EdEL 380 Teaching Music, EdEL 392 Teaching Art, and HPE 350 Teaching Health and Physical Education. Total 31 credit hours.

As part of the major area of specialization, students must complete at least 15 semester hours in one of the following areas: Art, Early Childhood Education, English, Foreign Languages, Mathematics, Music, Sciences, Social Sciences, Speech and Theatre, Communication Skills, Environmental Education, and Education of Exceptional Children.

In order to meet minimum requirements for student teaching, students must maintain at least an overall 2.0 quailty point average and a 2.0 average for the 46 hours in their area of specialization as indicated above.

Students who major in Elementary Education are required to complete and additional 21 semester hours in professional education, including Ed 301 Evaluative Techniques, Ed 302 A-V Communication, Ed 401 History and Philosophy of Education, EdEL 401 Seminar in Elementary Education and EdEL 400 Student Teaching.

COURSE OFFERINGS IN ELEMENTARY EDUCATION

EdEL 185 READING-STUDY SKILLS FOR THE NOW STUDENT
2 [0-0-4] Fall, Spring or Summer

EdEL 185 Reading-Study Skills for the Now Student - A diagnostic/correctional course to diagnose and correct reading-study problems of college students. Each student will follow an individualized-prescriptive program to correct reading-study skills deficiencies identified by individual diagnosis.

EdEL 201 PRE-PROFESSIONAL EXPERIENCES
1 [1-0-0] Fall

This course provides students of sophomore standing with the following observation and seminar experiences with elementary education: orientation to the Elementary Education Department and the Division of Professional Studies, examination of current goals of elementary education and the current expectations of modern elementary school teachers, observation of actual teaching-learning situations, study of observation criteria and procedures and informal advisement seminars.

EDEL. 202 PRE-PROFESSIONAL EXPERIENCES 2 (1-0-1) Spring

The course provides students of sophomore standing with clinical experiences in elementary education which include: identification and analysis of current educational practices, brief episodes of exploratory teaching in an elementary school classroom, investigations of career possibilities and their requirements, an orientation to the Elementary Education Department and the Division of Professional Studies, and informal advisement seminars.

EDEL. 300 PRE-SCHOOL EDUCATION
3 (3-0-0) Fall and Spring

Objectives, equipment and procedures in nursery school and kindergarten; observation in kindergarten classes. Consent of the instructor required.

EDEL. 301 OBSERVATION AND PARTICIPATION IN ELEMENTARY EDUCATION 2 [0-1-2]
Fall and Spring

The course provides students of junior standing with the following observation, participation and professional guidance experiences: the opportunity to observe an elementary school classroom in action, orientation to the policies and practices of an elementary school, the opportunity to observe a competent in-service teacher in the performance of his duties, introduction to the administrative duties of an elementary classroom, the privilege of working with individual children, small groups of children and an entire classroom under competent supervision, and the opportunity to reveive feedback on performance from both the cooperating teacher and the college supervisor.

EdEL 305 READING IN THE CONTENT AREA
3 [3-0-0] Fall and Spring

An investigation of the reading as it applies to teaching students to read Social Studies, Science, English, Math and Health textbooks in grades 1 through 12.

EDEL. 325 DIAGNOSTIC AND REMEDIAL READING 3 (3-0-0)
Fall and Spring

Tests and techniques to prevent, detect and correct reading difficulties; special methods and materials for problem readers. Prerequisite: EdEL 383.

ED. 330 GUIDANCE AND COUNSELING TECHNIQUES 3 (3-0-0)
Summer only

The responsibility of the teacher in the guidance program of the school; identification of student problems; significant information

and its use; techniques in guidance and counseling.

EDEL. 350 CHILD DEVELOPMENT 3 (3-0-0) Fall and Spring

An interpretive description of human growth from conception through infancy, toddlerhood, pre-school and school years, adolescence and into maturity.

EDEL. 360 CHILDREN'S LITERATURE 3 (3-0-0) Fall and Spring

A study of the history of children's literature; types of literature useful for children in pre-school and elementary school; techniques of dramatic reading, story telling and choral speaking.

EDEL. 380 TEACHING MUSIC 3 (3-0-1) Fall and Spring

Designed for the elementary education major to develop the philosophy of music education, the ability to read music, the use of the singing voice, and the knowledge of music methods. Includes the use of classroom instruments including piano, and the presentation of current music materials available for K-6.

EDEL. 383 TEACHING OF READING IN THE ELEMENTARY SCHOOL 3 (3-0-0) Fall and Spring

The reading process; normal development; characteristics of children learning to read; principles, problems, materials and techniques for the teaching of reading in the elementary school.

EDEL. 384 TEACHING OF ELEMENTARY SCHOOL MATHEMATICS 3 (3-0-0) Fall and Spring

Methods of teaching mathematics, examination of curriculum and materials pertinent to teaching mathematics in the elementary school, and development of mathematical skills required of the elementary school teacher.

EDEL. 385 TEACHING OF LANGUAGE ARTS 2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of speaking, listening, writing and reading.

EDEL. 386 TEACHING OF SOCIAL STUDIES 2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of social studies in the elementary school.

EDEL. 387 TEACHING OF SCIENCE 2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for the teaching of science in the elementary schools.

EdEL 390 SEMINAR IN EARLY CHILDHOOD EDUCATION 4 [4-0-0] Fall

This course is designed to advance understandings of curriculum development at the early childhood level (preschool to grade 3) and is directed to students with an area of concentration in early childhood education. Theoretical bases for curriculum design will be reviewed, together with orientation and critiques concerned with classroom problems. Included also will be an examination of school law, school organization and administration and other topics related to student teaching and to initial entry into the profession.

EDEL. 392 TEACHING ART IN ELEMENTARY GRADES 3 (3-0-2) Fall and Spring

The philosophy and principles of art education in the elementary curriculum; experience in the development of self-expres-

sion through a variety of materials and activities as the basis for understanding and evaluating children's work.

EDEL. 400 STUDENT TEACHING
12 (0-0-30) Fall and Spring

Practice teaching under supervision of master teachers. Required for all students working for a degree in teacher education.

EDEL. 401 SEMINAR IN ELEMENTARY EDUCATION 2 (2-0-0)
Fall and Spring

Taken in the senior year; orientation and critiques concerned with classroom problems; examination of school law, school organization and administration.

EDEL. 402 SELECTED TOPICS IN ELEMENTARY EDUCATION
1-3 [3-0-0] Fall or Spring

The course is designed to give students the opportunity to carry out in-depth studies into various teaching techniques appropriate for use at the elementary school level. The course includes lecture discussions, seminar periods, and the use of resource persons. Heavy emphasis is placed on student leadership and participartion as well as on the reading and discussion of recent educational literature. Open to in-service teachers and majors who have completed student teaching.

EdEL 403 COMMUNICATION SKILLS WORKSHOP FOR ELEMENTARY EDUCATION TEACHERS
3 [3-0-0] Fall or Spring

The course is designed as a workshop experience for undergraduate students who have completed student teaching and inservice classroom teachers. Emphasis will be placed on an open environment in which undergraduate students, practicing classroom teachers, and the instructor will investigate and share techniques to be used by the elementary school teachers to improve the total communication skills of children.

EDEL. 488 INFORMAL DIAGNOSIS OF READINESS IN ELEMENTARY TEACHING 3 (3-0-0)
Fall or Spring

The course is designed to help teachers become more aware of specific cognitive and affective factors which influence a child's readiness to learn. Emphasis will be placed on informal assessment of a child's cognitive and affective behavior as a basis for making decisions about instruction for a child. The course will provide experiences with the development and use of informal techniques which assess a child's cognitive and affective domain.

EDEL. 489 ENVIRONMENTAL EDUCATION FOR ELEMENTARY TEACHERS
3 (3-0-0) Fall or Spring

A study of the methods, materials, and science background necessary to teach environmental education in the elementary school. Emphasis will be on both science content and psychological grade placement of various activities.

EdEL 497 INDEPENDENT STUDY
[See page 43 for course description.]

english

The Department of English teaches students to communicate feelings and ideas in an organized manner through the exact use of language; it enables them to read imaginative and intellectual texts with mature understanding and sensitivity. It familiarizes them with modern and traditional grammar, the history of the language, and the scope and continuity of English and American literature. It offers special series of courses in journalism and creative writing. The fact that the Department publishes a national literary magazine, **The Falcon**, create a favorable climate for the teaching of writing.

Programs in English are of two kinds: (a) a program leading to the Bachelor of Science in Education degree and to certification for teaching in the public schools and (b) a program leading to the Bachelor of Arts degree. The latter, "Bachelor-of-Arts" major offers a suitable pre-professional training for careers in law, medicine, and business. It is specific preparation, further, for careers in editing, technical writing, advertising, and other forms of communication employed in commerce and the mass media.

Major: thirty-six hours beyond English 102 are required of al English majors. The following courses must be included in the program of a student preparing to teach in the secondary schools: English 200, 201, 202, 203, 225, 226, 235, and either 358 or 359. Except for English 225 and 226 the same courses must be included in the program of a student working toward the Bachelor of Arts degree. Literature courses at the 200 level (and Eng. 290, 291 and English 230 Practical Writing) may not be counted as English electives for a major or minor.

All English majors must achieve second-year proficiency in a foreign language. Speech 200 and 400 are required of students preparing to teach in the secondary schools.

By the end of the spohomore year an English major should have completed English 200, 201, 225 and one English elective. Transfer students must satisfy all Departmental requirements.

Eighteen hours beyond English 102 are required of students completing a minor emphasis in English. The following should be included: English 200, 201, and either 202 or 203.

COURSE OFFERINGS IN ENGLISH

ENG. 111 COMPOSITION I 1 [3-0-0]
A course in basic English skills taught on the remedial level and designed to raise the student's level of literacy to the point where he is able to do college-level reading and writing.

ENG. 112 COMPOSITION II 3 [3-0-0]
An intensive course in reading, writing, and research on the college level. The reading and writing of expository prose will be emphasized, analytical and critical thinking stressed.

ENG. 313 COMPOSITION III 3 [3-0-0]
A review of previous composition courses and an advancement of reading and writing and research skills related specifically to a student's advanced work in his major area of study. To be taken in the junior year and passed with a grade of "C" or better before graduation.

ENG. 200 SURVEY OF ENGLISH LITERATURE I 3 (3-0-0) Fall
Masterpieces of English Literature from the Anglo-Saxon period to the end of the eighteenth century with emphasis on interpretation and critical evaluation.
Prerequisite: Grade of C in Eng. 112.

ENG. 201 SURVEY OF ENGLISH LITERATURE II 3 (3-0-0) Spring
A continuation of Eng. 200. English literature from the eighteenth century to the present. Prerequisite: Grade of "C" in English 112.

ENG. 202 SURVEY OF AMERICAN LITERATURE I 3 (3-0-0) Fall
Major American writers from the colonial period to the Civil War. Prerequisites: Grade of "C" in Eng. 112.

ENG. 203 SURVEY OF AMERICAN LITERATURE II 3 (3-0-0) Spring

A continuation of Eng. 202. American literature from the Civil War to the present. Prerequisites: Grade of C in Eng. 112.

ENG. 210 LITERATURE OF THE WESTERN WORLD I 3 (3-0-0) Fall and Spring

Literary classics from ancient times to the close of the Renaissance. Prerequisite: Eng. 112.

ENG. 211 LITERATURE OF THE WESTERN WORLD II 3 (3-0-0) Fall and Spring

A continuation of Eng. 210 from the Age of Reason to the present. Prerequisite: Eng. 112.

ENG. 215 BLACK AMERICAN LITERATURE 3 [3-0-0] Fall or Spring

An introduction to the work of major Black American authors. Prerequisite: Eng. 112.

ENG. 220 SPECIAL TOPICS IN LITERATURE 3 [3-0-0] Fall and Spring

A flexible, open-ended course with specialized topics of interest to non-English majors. Topics and instructors will be announced prior to pre-registration period each semester. Course may be repeated for credit. Prerequisite: Eng. 112.

ENG. 225 ENGLISH GRAMMAR 3 (3-0-0) Fall and Spring

A study of an introductory transformational grammar of English with attention given to a traditional analysis and to usage.

ENG. 226 HISTORY OF THE ENGLISH LANGUAGE 3 (3-0-0) Fall

A study of the development of the English language from Old English to modern times with special attention to the causes of Linguistic change.

NOTE: No student will be admitted to any of the courses below unless he has completed Eng. 112.

ENG. 230 PRACTICAL WRITING 3 [3-0-0] Fall or Spring

An introduction to the kinds of writing which businesses and industries require of baccalaureate holders seeking positions.

ENG. 235 ADVANCED COMPOSITION 3 (3-0-0) Fall and Spring

Intensive writing in area of each student's principal interest. Students not majoring in English admitted by consent of instructor.

ENG. 240 JOURNALISM 3 (3-0-0) Fall and Spring

Fundamentals of reporting, editing and writing feature articles.

ENG. 242 CRISIS REPORTING 3 (3-0-0) Spring

Critical examination of the way major current issues are handled by the various media. Practice in writing, investigating, and interviewing. Prerequisite: Eng. 240.

ENG. 243 PRESS PERFORMANCE 3 [3-0-0] Fall or Spring

An evaluation of the role of the contemporary American press in a modern democracy. Such problems as violence, sensationalism, and political bias will be investigated. prerequisite: Eng. 240.

ENG. 244 MEDIA DESIGN 3 [3-0-0] Fall or Spring

A study of the principles of newspaper, magazine, book, and television design. Practice in designing pages for the print media and in writing copy for programs for the electric media. Prerequisite: Eng. 240.

ENG. 245 CREATIVE JOURNALISM
3 [3-0-0] Fall or Spring

An introduction to the theory and practice of the New Journalism. Students will explore the culture and resources of the region, gathering materials for publishable articles. Prerequisite: Eng. 240.

ENG. 246 INTERPRETATIVE JOURNALISM
3 (3-0-0) Fall or Spring

An examination of the content, styles, and techniques of contemporary interpretative news reporting in various magazines and newspapers. Attention to bias, libel, propaganda, ethics, and editorial columns. Practice in writing interpretative articles. Prerequisite: Eng. 240.

ENG. 248 JOURNALISM PRACTICUM
3 (3-0-0) Fall

An "internship" of work with local newspapers. Practice working on a publication, with attention given to the student's journalistic interest (news reporting, photography, editing) and the major aspects of production. Prerequisite: Eng. 240.

ENG. 290 INTRODUCTION TO FILM CRITICISM
3 [3-0-0] Fall or Spring

Analysis and evaluation of film through a study of its elements.

ENG. 291 FILMS AND FILMMAKERS
3 [3-0-0] Fall or Spring

Analysis and evaluation of the feature-length film as a literary form.

ENG. 300 TEACHING ENGLISH IN THE SECONDARY SCHOOL 3 (3-0-0) Fall and Spring

Examination of the objectives, professional requirements, and specialized problems of English instruction; survey of materials and aids for the teaching of the language arts in junior and senior high school; analysis of methods and trends, and practice in the development and presentation of programs of study.

ENG. 302 THE SHORT STORY
3 (3-0-0) Fall and Spring

Close reading and critical analysis of the short story as a literary form.

ENG. 304 THE NOVELETTE 3 (3-0-0) Summer

An historical survey from Boccaccio to Katherine Ann Porter.

ENG. 306 RECENT LITERATURE
3 [3-0-0] Fall or Spring

Literature of the past ten years, predominately English and American.

ENG. 330 LITERARY CRITICISM 3 (3-0-0) Spring

Major theories of literary criticism from Aristotle to the present with practical application. Admission by consent of instructor.

ENG. 335 CREATIVE WRITING 3 (3-0-0) Fall and Spring

A discussion of theory and the relation of theory to practical writing situations. An exploration of writing which takes into consideration both the direction of the students' interests and the formal properties of fiction, poetry or plays.

ENG. 350 WRITING WORKSHOP 3 (3-0-0) Spring

A workshop in the writing of fiction and poetry and/or drama. The major emphasis will be upon application of techniques, development of sensibility, uses of the imagination, and revision of work. May be repeated. Prerequisite: Eng. 335.

ENG. 375 DIRECTED WRITING 3 (3-0-0) Fall

Individual guidance and instruction in the composition of a novelette, a collection of stories or poems, or a play. Prerequisite: Eng. 335, 350 and the consent of instructor.

ENG. 336 AMERICAN LITERATURE TO 1835 3 (3-0-0) Spring

A study of major seventeenth and eighteenth century American writers emphasizing the literary and philosophical aspects of their work and locating them in the continuum of American literature and culture.

ENG. 337 THE AMERICAN RENAISSANCE 3 (3-0-0) Spring

A study of major mid-nineteenth century American writers with emphasis upon their works as works and as a part of a continuing literature and culture.

ENG. 338 AMERICAN REALISM AND NATURALISM 3 (3-0-0) Fall

A study of major Realists and Naturalists in American literature with an emphasis upon their works, their literary apology, and their influence.

ENG.339 CONTEMPORARY AMERICAN FICTION 3 (3-0-0) Fall

A study of major writers of fiction emphasizing their works, their social consciousness, their influence on their own generation, and their probable influence on following ones.

ENG. 340 MIDDLE ENGLISH LITERATURE 3 (3-0-0) Fall

A study of representative works from the Anglo-Saxon period to 1500.

ENG. 345 CHAUCER 3 (3-0-0) Spring

A study of Chaucer in relation to his times with special emphasis on **The Canterbury Tales** and **Troilus and Cressida.**

ENG. 355 SIXTEENTH-CENTURY POETRY AND PROSE 3 (3-0-0) Spring

Poetry from Shelton and Wyatt to Sidney and Spenser; prose from More and Eliot to Hooker and Nashe.

ENG. 358 SHAKESPEARE 3 (3-0-0) Fall

Selected earlier plays of Shakespeare; interpretation and evaluation with attention to his development as a dramatist and poet.

ENG. 359 SHAKESPEARE 3 (3-0-0) Spring

A continuation of Eng. 358. Selected later plays.

ENG. 360 SEVENTEENTH-CENTURY ENGLISH LITERATURE 3 (3-0-0) Fall

Prose and non-dramatic poetry with emphasis on Jonson, Donne, and Dryden.

ENG. 365 MILTON 3 (3-0-0) Summer

The poet, the times, and the major works.

ENG. 370 EIGHTEENTH-CENTURY ENGLISH LITERATURE 3 (3-0-0) Spring

A study of major English writers representing basic attitudes and values of the Age of Reason and of the pre-Romantic movement.

ENG. 380 THE ROMANTIC MOVEMENT 3 (3-0-0) Fall

Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries; social and idealogical factors; poetic theiry.

ENG. 382 VICTORIAN POETRY AND PROSE 3 (3-0-0) Fall

Major British writers from 1830 to 1900; social and intellectual influences of the period.

ENG. 384 THE BRITISH NOVEL TO 1870
3 (3-0-0) Fall
Principal British novelists from Defoe to Dickens examined in relation to social and intellectual trends; analysis of form.

ENG. 385 THE BRITISH NOVEL SINCE 1870
3 (3-0-0) Spring
A continuation of Eng. 384 to the present.

ENG. 388 ENGLISH DRAMA TO 1890
3 (3-0-0) Fall
A survey of English dramatic literature beginning with the medieval morality, mystery, and miracle plays.

ENG. 389 WORLD DRAMA 3 (3-0-0) Summer
The work of Continental dramatists to Ibsen.

ENG. 390 MODERN DRAMA 3 (3-0-0) Spring
The work of major dramatists, primarily English and American, from Ibsen to the present; analysis of techniques of composition, production, and performance.

ENG. 391 MODERN POETRY 3 (3-0-0) Spring
Analysis of poetic method and of the integral nature of form and meaning in British and American poets from G. M. Hopkins to Dylan Thomas.

ENG. 401 SEMINAR IN ENGLISH STUDIES
3 (3-0-0) Fall and Spring
Intensive reading and discussion of a major writer; class enrollment restricted to twelve. Basic bibliographical sources used for several long papers. Open only to juniors and seniors by consent of the instructor.

ENG. 497 INDEPENDENT STUDY
[See page 43 for course description.]

Educational objectives of the Department of Foreign Languages are so structured as to meet the needs of students going into either teacher education or liberal arts.

Briefly, the Department of Foreign Languages provides instruction to meet the needs of students who wish to build a liberal education around the study of a foreign language and its culture; develop language competence for comprehension, speaking, reading and writing; teach in public or private schools; prepare for graduate study; enter the federal government services, private business, non-governmental organizations, and other areas requiring knowledge of a foreign language.

Requirements for the language major are: Intermediate (French, German, Spanish) 201, 202 (qualified students may substitute more advanced courses for language 201, 202); French 205 Phonetics and Pronunciation ((French majors only); Conversation and Civilization 300 (Spanish majors are required to elect 210 or 305 and 306 or 307); Advanced Structure 320; Survey of Literature 330,331. Remaining courses to be taken in elelctives of the same language to bring the total accumulation to the minimum requirement of 30 credit hours in the chosen language field.

Additionally, or in lieu of a portion of the major program, foreign study can be arranged. Foreign study is open to students who wish to continue the study of the language abroad. Plans for study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department and students should register for Fr. (Ger., Span.) 370-380 prior to departure. Regular periodic reports must be made during the student's residence avroad.

It should be noted that both the B.A. and B.S.E. degree programs are under revision and that some major changes can be expected to result if the revisions are approved. You are advised to consult the department for timely information on the revisions rather than to assume that this portion of the catalog is currently correct.

COURSE OFFERINGS IN FRENCH

FR. 101 INTRODUCTORY FRENCH I
3 (3-0-2) Fall or Spring

For students who have not previously studied French. Elements of grammar and reading, intensive drill in pronunciation, aural comprehension and speaking. Language laboratory attendance required twice a week.

FR. 102 INTRODUCTORY FRENCH II
3 (3-0-2) Fall and Spring

Continuation of Fr. 101. Prerequisite: one year of secondary school Fr. or Fr. 101 or its equivalent. Language laboratory attendance required twice a week.

FR. 201 INTERMEDIATE FRENCH I
3 (3-0-2) Fall and Spring

Independent reading, grammar review and further practice in aural comprehension and speaking. Prerequisite: two years of secondary school French or one year of college French. Language laboratory attendence required twice a week.

FR. 202 INTERMEDIATE FRENCH II
3 (3-0-2) Fall or Spring

Continuation of Fr. 201. Prerequisite: three years of secondary school French or Fr. 201. Language laboratory attendance required twice a week.

FR. 205 FRENCH PHONETICS AND PRONUNCIATION
1 [1-0-1] Spring

A systematic study of French phonemes: pronunciation and phonetic transcription. Emphasis on phase rhythm, musical accent. Theory and practice. Required of French majors. Prerequisite: Fr. 101 or equivalent.

FR. 210 FRENCH FOR TRAVELERS I
3 [3-0-0] Fall

A practical approach to current spoken and written French, including an introduction to culture of French-speaking countries. Prerequisite: French 102. May replace Fr. 201 or follow Fr. 202. May not be taken for major credit.

FR. 211 FRENCH FOR TRAVELERS II
3 [3-0-0] Spring

Continuation of French 210. A practical approach to current spoken and written French. Prerequisite: French 102. May replace or follow Fr. 202. May not be taken for major credit.

FR. 280 TOPICS IN FRENCH CIVILIZATION [History]
3 [3-0-0] Fall alternate years [offered Fall 1976]

A brief survey of French history, with particular attention to major events and personalities. Prerequisite: French 202 or equivalent training.

FR. 281 TOPICS IN FRENCH CIVILIZATION [Geography]
3 [3-0-0] Spring alternate years [offered Spring 1977]

A study of the geography of French-speaking countries. Prerequisite: Fr. 202 or equivalent training.

FR. 282 TOPICS IN FRENCH CIVILIZATION [Afro-French Literature and Civilization]
3 [3-0-0] Fall alternate years [offered Fall 1975]

A study of Black literature written in French in Africa and the West Indies. Prerequisite: French 202 or equivalent training.

FR. 283 TOPICS IN FRENCH CIVILIZATION [Contemporary Problems]
3 [3-0-0] Spring alternate years [offered Spring 1976]

A study of the probelms facing the people of

French-speaking countries today. Prerequisite: French 202 or equivalent training.

FR. 300 FRENCH CONVERSATION AND CIVILIZATION
3 [3-0-0] Fall

Intensive practice in oral French intended for students interested in developing a higher degree of fluency. Emphasis on topics of cultural, social, economic and political nature. May be taken concurrently with Fr. 202 upon recommendation of the instructor. Required of French majors.

ED. 300 THE TEACHING OF LANGUAGE [French]
3 [3-0-0] Spring

A study of the teaching of French with an emphasis on the problems, methods and materials associated with language teaching. Prerequisite: junior standing. Required of all French majors in teacher education program.

FR. 305 ADVANCED FRENCH CONVERSATION 3 [3-0-0] Spring

An intensive training in oral self-expression for the student who desires a still higher degree of fluency. Specially programmed topics for each class session will be assigned, with emphasis on encouraging the students to carry on discussion in more detail and at greater length. Prerequisites: Fr. 300 or consent of instructor.

FR. 320 ADVANCED FRENCH STRUCTURE
3 (3-0-0) Fall

The study and practical application of the structural patterns of French with concentration on the phonology, morphology and syntax of the language. Prerequisite: French 202 or equivalent training. Required of French majors.

FR. 330 SURVEY OF FRENCH LITERATURE I
3 (3-0-0) Fall

Selected readings in the works of major French writers through the eighteenth century, outside reading and reports in French; consideration of literary movements, style and form. Prerequisite: French 202 or equivalent training. Required of French majors.

FR. 331 SURVEY OF FRENCH LITERATURE II
3 (3-0-0) Spring

Selected readings in the works of major French writers since 1800; outside reading and reports in French; consideration of literary movements, style and form. Prerequisite: French 202 or equivalent training; Fr. 330 also recommended. Required of French majors.

FR. 339 FRENCH LITERATURE OF THE MIDDLE AGES AND RENAISSANCE
3 [3-0-0] Fall alternate years [offered Fall 1976]

Reading and discussion of the beginnings of French literature to the end of the 16th century. Prerequisites: French 330 and French 331.

FR. 340 FRENCH CLASSICAL LITERATURE
2 [2-0-0] Spring alternate years

Critical readings and discussion of the major dramatic works of Corneille, Moliere and Racine with supplementary reading on general background. Prerequisites: Fr. 330 and Fr. 331.

FR. 341 FRENCH LITERATURE OF THE ENLIGHTENMENT 3 (3-0-0) Fall

Reading and discussion of the works of Voltaire, Rousseau and Diderot. Prerequisites: Fr. 330 and Fr. 331.

FR. 342 CURRENTS IN NINETEENTH CENTURY FRENCH LITERATURE
3 (3-0-0) Spring

The works of French authors as well as the main currents and forms of literary expression from the beginning of romanticism to the end

of the century: Hugo, Balzac, Stendhal, Flaubert, Zola. Prerequisites: Fr. 330 and Fr. 331.

FR. 343 ASPECTS OF TWENTIETH CENTURY FRENCH LITERATURE 3 (3-0-0) Fall

Development of the novel: Gide, Alsin-Fournier, Proust, Mauriac, Malraux, Sartre, Camus, Bernanos, St.-Exupery, Green and the nouveau roman. Written report. Prerequisites: Fr. 330 and Fr. 331.

FR. 350 DEVELOPMENT OF FRENCH POETRY 3 (3-0-0) Spring alternate years [offered Spring 1976]

A study of the major poets from Villon to the present. Emphasis on interpretation and diction. Study of the French poetical system. Prerequisites: Fr. 330 and Fr. 331.

GER. 370-380 FOREIGN STUDY Credit Arranged

Foreign study is open to students who wish to continue the study of French abroad. Plans for foreign study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department. The student should register for French 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

FR. 400 SENIOR SEMINAR Credit Arranged

Special study projects in French language and literature; independent reading in the defined areas followed by written analytical reports in French. Open to seniors and in exceptional cases to juniors.

FR. 405 HONORS COURSE FOR FRENCH MAJORS Credit Arranged

An individual problems course. Open to qualified seniors with consent of the department.

FR. 497 INDEPENDENT STUDY

[See page 43 for course description.]

COURSE OFFERINGS IN GERMAN

GER. 101 INTRODUCTORY GERMAN 3 (3-0-2) Fall and/or Spring

Introductory elements of grammar and reading, intensive drill in pronunciation, aural comprehension and speaking. Language lab attendance is required twice weekly.

GER. 102 INTRODUCTORY GERMAN 3 (3-0-2) Fall and/or Spring

Continuation of German 101. Prerequisite: completion of Ger. 101 or equivalent competence. Language lab is required twice weekly.

GER. 201 INTERMEDIATE GERMAN 3 (3-0-2) Fall and/or Spring

A review of the structure of the German language with a view toward improving the skills of aural comprehension, speaking, reading and writing. Prerequisite: completion of Ger. 102 or equivalent competence. Language lab attendance is required twice weekly.

GER. 202 INTERMEDIATE GERMAN 3 (3-0-2) Fall and/or Spring

A continuation of German 201 with emphasis on the further development of the skills, basing such development upon readings taken from actual literary and cultural selections. Prerequisites: completion of Ger. 201 or equivalent competence. Language lab attendance is required twice weekly.

GER. 300 CONVERSATIONAL GERMAN AND CIVILIZATION
3 (3-0-0) Annually Fall

Intensive practice in oral German intended for students interested in developing a higher degree of fluency in the spoken language.

Emphasis on topics of cultural, social, economic and political nature. May be pursued concurrently with Ger. 202 upon recommendation of the instructor. Required of all German majors.

ED. 300 THE TEACHING OF LANGUAGE (German) 3 (3-0-0) Annually Spring

A study of the teaching of German with emphasis on the problems, methods and matewrials associated with language teaching. Prerequisites: junior standing. Required of all German majors in teacher education program. (This is a Requirement for teacher certification and credits so derived do not apply toward the major in German.)

GER. 305 ADVANCED GERMAN CONVERSATION 3 (3-0-0) Annually Spring

An intensive training in oral self-expression for the student who desires a still higher degree or oral fluency. Specially programmed topics for each class session will be assiigned, with emphasis on encouraging the student to carry on discussion in more detail and at greater length. Prerequisite: Ger. 300 or equivalent competence.

GER. 320 ADVANCED GERMAN STRUCTURE 3 (3-0-0) Annually Fall

The study and practical application of the structural patterns of German with concentration on the phonology, morphology and syntax of the language. Prerequisite: completion of Ger. 202 or equivalent competence. Required of all German majors.

GER. 321 COMPOSITION AND STYLISTICS 3 (3-0-0) Alternate Years

Concentration on the development of self-expression in the written skills. Emphasis on synonymic development of expression and stylistic writing. Frequent written assignments, as well as at least one significant assignment of a critical nature will be presented. This course is intended for all German majors and especially for those who intend to teach German or pursue graduate work.

GER. 330 SURVEY OF GERMAN LITERATURE I 3 (3-0-0) Annually Fall

This course is designed to acquaint the student with some of the major literary movements and representative writers from 1750 to present. Prerequisites: Completion of Ger. 202 or equivalent preparation. Required of all German majors.

GER. 331 SURVEY OF GERMAN LITERATURE II 3 (3-0-0) Annually Spring

Sequel to Ger. 330. The earliest periods of German literature from 800-1750. Prerequisites: Completion of Ger. 202 or equivalent competence; Ger. 330 also recommended. Required of all German majors.

GER. 335 PROSEMINAR 3 (3-0-0) Annually Fall and/or Spring

Selected topics from list I or other topics upon arrangement. Open to qualified students with sophomore standing or above. Prerequisite: Completion of German 202 or equivalent competence. May be repeated for credit.

GER. 360 SEMINAR 3 (3-0-0) Annually Fall and/or Spring

Selected topics from list II or other topics upon arrangement. Open to qualified students with junior standing or above. Prerequisite: Permission of advisor and/or instructor. May be repeated for credit.

GER. 370-380 FOREIGN STUDY
Credit Arranged

Foreign study is open to students who wish to continue the study of German abroad. Plans for foreign study should be presented at least two semester prior to departure and should be approved by the department chairman. Number od credits granted will be based upon validated credentials presented to the department. The student should register for German 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

GER. 400 SENIOR SEMINAR (3-0-0)
Annually Fall and/or Spring

Selected topics from list III or other topics upon arrangement. Open to qualified students with senior standing or juniors by permission of instructor and advisor. May be repeated for credit.

SEMINAR TOPICS I

1. Geographic, economic, technical, scientific and industrial aspects of the German speaking lands.
2. Aspects of the educational systems, the social structures, communications systems and mass media, transportation systems, etc.
3. Developments in art, music, legends, and folklore of the German speaking countries.
4. The states and major cities of the German speaking world and their significant character and contributions.
5. German Literature of the 20th Century.
6. German Literature of the 19th Century.

SEMINAR TOPICS II

1. Historic and political structures, religion and philosophy in the German speaking lands.
2. German Literature of the 18th Century.
3. German Lyric Poetry
4. The German Novel
5. The "Novelle"
6. German Drama

SEMINAR TOPICS III

Heinrich Boll
Bertolt Brecht
Heinrich Heine
Friedrich Durrenmatt
Goethe
Schiller
Grass
Frisch
Hesse

GER. 497 INDEPENDENT STUDY
[See page 43 for course description.]

COURSE OFFERINGS IN SPANISH

SPAN. 101 INTRODUCTORY SPANISH
3 (3-0-2) Fall and/or Spring

For students who have not previously studied Spanish. Fundamentals of grammar, intensive drill in pronunciation, comprehension and speaking. Two hours a week are required in the language lab.

SPAN. 102 INTRODUCTORY SPANISH
3 (3-0-2) Fall and/or Spring

Continuation of Spanish 101. Prerequisite: Span. 101 or its equivalent. Two hours a week are required in the language lab.

SPAN. 201 INTERMEDIATE SPANISH
3 3 [3-0-2] Fall and/or Spring

Intensive grammar review. Practice in comprehension and in the use of the written and spoken language. Prerequisite: Spanish 102 or its equivalent. Two hours a week are required in the language lab.

SPAN. 202 INTERMEDIATE SPANISH
3 3 [3-0-2] Fall and/or Spring

Continuation of Span. 201. Prerequisite:

Span. 201 or its equivalent. Two hours a week are required in the language lab.

SPAN. 210 SPANISH CONVERSATION
3 [3-0-2]

Training in oral self expression. Selected topics are assigned for each class with the purpose of encouraging students to express themselves in Spanish. May be taken concurrently with Spanish 201 with consent of instructor. (Either 210 or 305 required of all majors.

SPAN. 211 SELECTED READINGS
3 [3-0-0]

Reading comprehension through contemporary fiction and cultural material, adapted to the student in his 4th semester of Spanish. Readings are assigned and discussed in class with emphasis on vocabulary, idioms and literary style. May be taken concurrently with Spanish 202 with consent of instructor.

ED. 300 THE TEACHING OF LANGUAGE [Spanish]
3 (3-0-0) Fall and Spring

A study of the teaching of Spanish with an emphasis on the problems, methods and materials associated with language teaching. Prerequisite: junior standing. Required of all Spanish majors in teacher education programs.

SPAN. 305 ADVANCED SPANISH CONVERSATION 3 (3-0-2) Spring

A more intensive study of idiomatic Spanish and its application to current happenings. The class is conducted entirely in Spanish. May be taken concurrently with Sapn. 202 with consent of instructor.

SPAN. 306 THE CULTURE AND CIVILIZATION OF SPAIN 3 (3-0-0) Fall

A study of the history, customs, culture and politics of Spain. Emphasis will be given to the effect of history on general culture and customs of present-day Spain. Prerequisite: Span. 202 or equivalent.

SPAN. 307 THE CULTURE AND CIVILIZATION OF LATIN AMERICA
3 (3-0-0)
Spring

A study of the history, customs and politics of Latin America. Although the study invloves the history and customs of several countries, emphasis is given to general characteristics; race, religion, life style, etc. Prerequisite: Span. 202 or equivalent. Note: A Spanish major may satisfy the requirements with either Span. 306 or Span. 307, depending on the area of greater interest.

SPAN 320 ADVANCED SPANISH STRUCTURE
3 (3-0-0) Fall

Study and practical application of the structural patterns of Spanish: emphasis on syntax. Prerequisite: completion of Span. 202 or its equivalent.

SPAN. 330 SURVEY OF SPANISH I LITERATURE 3 (3-0-0) Fall

Reading and examination of principal writers of Spain, with attention given to literature movements, historical backgrounds, style, and form. Outside reading in Spanish assigned. Prerequisite: Span. 202 or the equivalent.

SPAN. 331 SURVEY OF SPANISH LITERATURE II 3 (3-0-0) Spring

Continuation of Span. 330.

SPAN. 340 SPANISH-AMERICAN LITERATURE II 3 [3-0-0] Fall

A study of major Spanish-American writers and literary movements, supplementary reading and reports in Spanish.

SPAN. 341 SPANISH-AMERICAN LITERATURE II 3 (3-0-0) Spring

Continuation of Spanish 340.

SPAN. 350 SPANISH LITERATURE IN TRANSLATION
3 [3-0-0]

Reading and discussion of the works of major Spanish and Latin American writers in English. Period and writer will depend on student interest and availability of texts in translation. Credit will be given toward a major or minor in Spanish with the permission of the Chairman.

SPAN. 370-380 FOREIGN STUDY
Credit Arranged

Foreign study is open to students who wish to continue the study of Spanish abroad. Plans for foreign study should be presented at least two semesters prior to departure and should be approved by the department chairman. Number of credits granted will be based upon validated credentials presented to the department. The student should register for Spanish 370-380 prior to departure. Regular periodic reports must be made during the student's residence abroad.

SPAN. 400 SENIOR SEMINAR
Credit Arranged

Selected topics in Spanish and Latin American literature. Open to qualified students with senior standing or juniors by permission of instructor and advisor.

SUGGESTED TOPICS

Contemporary Latin American Fiction 1900-1950
Contemporary Latin American Fiction since 1950
Novel of the Mexican Revolution
Modern Latin American Poetry
Literature of the Exiles of the Spanish Civil War
Hispanic Women Writers
The Spanish Medieval Epic
Generation of 1898
Attitudes Towards Women in Hispanic Literature
Novel of the Golden Age
Theatre of the Golden Age
Modern Spanish Novel
Modern Spanish Theatre
Modern Spanish Poetry

SPAN. 497 INDEPENDENT STUDY
[See page 43 for course description.]

geography and regional planning

Students in the Department of Geography and Regional Planning may elect either the Bachelor of Arts degree program with its several options, or the social studies comprehensive-geography emphasis, B.S.E. degree program. The options available to students in the liberal arts program are (1) a major in geography, (2) a major in geography with an emphasis in regional planning, and (3) a major in any liberal arts field with the regional planning emphasis.

The B.A. degree program in geography is intended to prepare qualified and able geography majors for graduate study or entrance into the many and varied fields of employment in government and business open to geographers. A judicious selection of courses is most important in preparing for future employment. Thus, the Department places strong emphasis on the student-advisor relationship. An individually tailored program permits sufficient flexibility for the student who knows his area of specialized interest, while at the same time a generally broad geographic perspective assures that the objectives of the Department are met. You are strongly advised to seek out your assigned or selected advisor early in your college program.

All Mansfield students must satisfy the General Education requirements of the College before being admitted to upper-divisional study in their major field. In fulfilling these General Education requirements, geography majors should give their most serious consideration to improving or obtaining those basic skills which will enhance their degree. These skills include clear writing, effective speaking, a foreign language, and the use of statistics and the computer.

Geography 102 (Human Geography) and Geography 111 (Physical Geography) are required courses in the General Education program for geography majors, although both courses may be waived by examination given with the approval of your advisor. The examination will only be allowed, however, where there is sufficient evidence that the student already has an adequate background in geography.

Beyond this General Education requirement, geography majors must complete thirty-six hours of geography or approved cognate courses. Of the thirty-six hours, twelve hours must include Geog. 230 (Cartography), Geog. 360 (Economic Geography), Geog. 380 (Geography of the U.S. and Canada), and Geog. 498 (Senior Seminar). The remaining twenty-four hours will be arranged with the student's advisor to meet the individual's special interest. When deemed appropriate by the advisor, six hours of the major requirement can be met by courses in those fields which complement and supplement the special field of interest.

The B.A. degree program in geography with a regional planning emphasis is intended to prepare qualified and able students for a career in planning. This program differs from the straight geography major, B.A. program, in the following ways: (1) a reduction in the number of hours required for the major - from 36 to 27 semester hours - although the required courses for the major remain the same, by (2) a requirement of 15 semester hours of electives from cognate areas, and, most importantly, by (3) a "Professional Sequence" of 30 semester hours.

The general education requirements remain basically the same, although there is a mathematical requirement of six hours (statistics and computer programming) which can be satisfied within the general education program.

The B.A. degree program in liberal arts with a regional planning emphasis takes into account the multi-disciplinary nature of the planning profession. Thus, any student in liberal arts and sciences, regardless of major, can enroll, if he or she wishes, in this program. However, in addition to the professional sequence of 30 required hours, the student should be prepared to obtain a required core program of three geography courses. Two of these courses (Geo. 102, Human Geography, and Geog. 111 Physical Geography) may be taken as part of the student's general

education program. The third required course is Geog. 230, Cartography.

The B.S.E. social studies comprehensive-geography emphasis program is designed to meet the general standards pertaining to college programs for the preparation of social studies teachers. The Department stresses the inter-disciplinary approach to solving social-environmental problems and the cultural historical approach to area (i.e., world cultures) studies. In combination with other programs, the Department also contributes to the preparation of teachers for earth-general science.

General Education requirements are similar to those noted in the B.A. program. Exceptions are the six hours required in the Mathematics group and the twenty-two hours required in the Social Sciences distributed as follows: Psychology 100 (General Psychology), Geography 102 (Human Geography), six hours in U.S. History, and ten hours of electives from among three of the following four areas - anthropology, economics, sociology, political science.

Thirty-three hours beyond Geog. 102 (Human Geography) are required. These hours will include Geog. 111 (Physical Geography), Geog. 231 (Map Projections and Interpretation), Geog. 360 (Economic Geography), and Geog. 380 (Geography of the U.S. and Canada). Additional requirements for the program: any one regional course, any one systematic course, three free electives in geography, and one free elective in the social studies.

COURSE OFFERINGS IN GEOGRAPHY

GEOG. 102 HUMAN GEOGRAPHY
3 (3-0-0) Fall and Spring

An introduction to geography and a study of human communities in their relation to the environment; including a systematic study of population and culture as reflected in settlement, economic activities, land use and their resulting spatial patterns.

GEOG. 111 PHYSICAL GEOGRAPHY
3 (3-0-0) Fall and Spring

Introduction to the nature of geography and the physical aspects of the environment of man; the earth and its planetary relations; selected topics in physical geography, including weather, climate, soil, land-forms, the principles of map projection and interpretation.

GEOG. 222 ENVIRONMENTAL LAND USE AND NATURAL RESOURCES
3 (3-0-0) Fall or Spring

An analysis of environmental land use and natural resources as a response to the physical and cultural conditions of the past and present; an evaluation of the major divisions of land usage and the resulting interrelationship of areal patterns.

GEOG. 230 INTRODUCTION TO CARTOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Introduction to the principles and tools of basic cartography. Emphasis on map projections, map design and map reproduction. The student will generally find it necessary to work independently in the cartography lab outside of class.

GEOG. 231 WORLD OF MAPS AND MAPPING 3 (3-0-0)
Fall or Spring

Introduction to the use and evaluation of projections, maps, charts and serial photographs. Emphasis on coordinate systems and topographic maps.

GEOG. 282 WORLD REGIONAL GEOGRAPHY 3 (3-0-0)
Fall or Spring

Regional analysis and study of the earth as the home of man. Specific areas and types of man-land relationships are studied as examples of the world variety of human adjustments to an adaption of the natural

environment. Course particularly well suited for future social science teachers.

GEOG. 310 METEOROLOGY 3 (3-0-0)
Fall, Alternate Years

Systematic study of the dynamics of the atmosphere utilizing the synoptic approach and includes the elements of climate.

GEOG. 311 INTRODUCTION TO CLIMATOLOGY 3 (3-0-0)
Fall, Alternate Years

Systematic and regional study of the elements and controls of climate; application of standard classification systems and climatological data in analysis of climate stations and regions.

GEOG. 321 GEOMORPHOLOGY 3 (3-0-0)
Fall, Alternate Years

The evaluation and development of land forms and the principle theories of landform development pertaining to structure, process and stage; topographic maps, profiles and the appraisal of geologic data from both field and laboratory studies. Prerequisite: Geog. 111 or permission of the instructor.

GEOG. 350 URBAN GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An analysis of the localization, structure and function of urban settlements and their supporting areas, progressing from simple relationships in small settlements to the complexities of modern metropolitan regions.

GEOG. 351 POPULATION GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

Studies the spatial aspects of world population numbers, densities, and qualities; emphasizing the economic and social characteristics and mobility of the world's population.

GEOG. 360 ECONOMIC GEOGRAPHY I 3 (3-0-0) Fall or Spring

Relates modern methods of geographic analysis to the study of world patterns of primary projection: agriculture, herding, fishing, forestry, and mining.

GEOG. 361 GEOGRAPHY OF MANUFACTURING 3 (3-0-0)
Fall or Spring, Alternate Years

Analyzes the activities of secondary production. Covers the distribution and consumption of minerals; principles and theory of industrial location; and an analysis of selected industries and manufacturing regions.

GEOG. 370 POLITICAL GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A systematic analysis of the geographical nature, policy, and power of the state. Analyzes the growth and development of ststes, boundary problems, population distribution, colonies, and internal and international political theories.

GEOG. 371 HISTORICAL GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A survey of the human geography of the past. Detailed study of topics including the characteristics of colonization, settlement and cultural landscape development in the evolving landscape. Special reference is made to American historical geography.

GEOG. 380 GEOGRAPHY OF THE UNITED STATES AND CANADA 3 (3-0-0)
Fall or Spring

A geographic analysis of the physical environment, resources, industries, popula-

tion and settlement of Anglo-America north of the Rio-Grande. Particular emphasis on geographic regionalism and geographic problems common to the area.

GEOG. 381 GEOGRAPHY OF PENNSYLVANIA 3 (3-0-0)

Analysis of the regional patterns of Pennsylvania: topography, climate, water resources, mineral resources, and the historical development of economic regions with the State.

GEOG. 390 REGIONAL ANALYSIS OF SELECTED WORLD AREAS 3 [3-0-0]

A geographical interpretation of the spatial distributions of physical, social-economic, political, settlement, and other cultural characteristics of selected world areas. Students may repeat course for different areas.

GEOG. 402 ADVANCED HUMAN GEOGRAPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A systematic study of the approaches, concepts, and methods of human geography. Emphasis is given to man-environment systems and the spatial structure of human behavior within a thematic rather than a regional framework. Prerequisites: Geog. 102 and Geog. 111.

GEOG. 470 WORLD PROBLEMS IN GEOGRAPHY 1-3 (1, 2, 3, 0-0)
Fall or Spring, Alternate Years

Regional treatment of man-land environmental problems approached from the point-of-view of political geography, cultural geography, or economic geography.

GEOG. 492 FIELD STUDIES OR FIELD METHODS IN GEOGRAPHY 3 (3-0-0)

Introduction to the tools and techniques of geographic field investigation. Observation, note-taking, classification and mapping based on original field work is experienced.

GEOG. 497 INDEPENDENT STUDY
[See page 43 for course description.]

GEOG. 498 SENIOR SEMINAR IN GEOGRAPHY 3 (3-0-0)
Fall or Spring

An overview of the nature, structure, content, concepts, techniques, and methodologies of academic geography. Prerequisite: Geography majors with Junior or Senior class standing.

GEOG. 499 HONORS COURSE IN GEOGRAPHY 3 (3-0-0)

A prerequisite of 18 hours in upper-level geography with at least a B average. The course is designed for upper-division students who can qualify for independent research which will be conducted under the direction and supervision of a designated faculty member of the Geography Department.

COURSE OFFERINGS IN REGIONAL PLANNING

REG. PL. 342 LAND-USE POLICY 3 (3-0-0)
Fall or Spring, Alternate Years

An interpretative synthesis of the percepts and concepts of land-use that encourage and discourage geohgraphic patterns on a changing landscape. Familiarizes the student with the economic, social, and political processes that are ecpecially important for planning which is intended to move regions toward a particular goal, i.e., optimum use of a finite, conservable, primary resource. Consideration is also given to individual perceptual behavior as it affects regional development.

REG. PL. 352 RECREATIONAL LAND-USE PLANNING 3 [3-0-0]
Fall of Spring, Alternate Years

An inquiry into the meaning, types, and

demands of man's recreational activities. Planning emphasis will be given to the definition of problems and purposes and to the consideration of alternative resources for recreation, both physical and cultural. Students will be made aware of the complex economic, social, political, and esthetic systems that are especially important to optimum leisure-time activities with objectives that strive to improve the quality of life. Some consideration will be given to the question of environmental perception and how it affects regional development and individual behavior.

REG. PL. 362 TECHNIQUES OF GEOGRAPHIC MEASUREMENT
3 (3-0-0)
Fall or Spring, Alternate Years

An introduction to the many and varied methods of geographic measurement such as aerial photographic interpretation, remote sensing, data-gathering techniques, and statistical-computerized analysis. The course is not intended to develop these skills but to familiarize the student with the more advanced methodologies of geographic field research.

REG. PL. 430 MODERN CARTOGRAPHIC TECHNIQUES 3 (3-0-0)
Fall or Spring, Alternate Years

Advanced elements of map design and reproduction. Emphasis on contemporary media used in presenting quantitative data. Prerequisite: Geog. 230.

REG. PL. 450 SETTLEMENT SYSTEMS
3 (3-0-0)
Fall or Spring, Alternate Years

Analysis of the spatial aspects of human settlement problems, including race, sprawl, pollution, transportation, land-use, planning and rehabilitation. Principle focus on America's urban and rural settlements.

REG. PL. 460 TRANSPORT SYSTEMS
3 (3-0-0)
Fall or Spring, Alternate Years

Analysis of the spatial principles and networks of transport systems, including factors of route location, theories of interaction, and the role of transport in space-economy.

REG. PL. 494 PLANNING INTERNSHIP
12 Semester Hours, 1 Academic Term

The opportunity to apply knowledge and skills of planning. An experience in regional or corporate planning offices under the supervision of qualified planners. During this period, observation and conferences are scheduled by the student's advisor and evaluation is made of performance by the supervisory agency. The student is expected to complete at least two individually designed projects of research and field work approved by the advisor in addition to the applied planning practices of the cooperating agency.

REG. PL. 496 PLANNING SEMINAR
3 (3-0-0)
Fall or Spring, Alternate Years

Topical planning discussions of selected current problems, techniques, and research. Individual student research is directed into special fields of inquiry: (1) Coordination within a total national planning system. (2) Communication and education between planners and citizen groups. (3) Regulatory action at all levels of government. (4) Geographic research in variables that contribute to the problems of the cultural environment. (5) Alternates of specific land-use problems. (e.g., land for solid waste disposal).

REG. PL. 497 INDEPENDENT STUDY
[See page 43 for course description.]

geology

Geology

Although Mansfield State College does not offer a degree program in Geology, courses have been developed to support other major programs and sequences offered by the College.

COURSE OFFERINGS IN GEOLOGY

GEOL. 121 PHYSICAL GEOLOGY
3 (2-0-2) Fall

A study of the solid portion of the earth, the materials of which it is composed and the processes which are acting on it. Included are such topics as rocks and minerals, weathering and geologic structure.

GEOL. 122 HISTORICAL GEOLOGY
3 (2-0-2) Spring

A study of earth history using the principles of Geol. 121. This includes theories of earth origin, fossils, geologic time and the various techniques used to unravel geologic history. Emphasis is placed on collection and interpretation of evidence gathered in the field and from library research.

GEOL. 232 MINERALOGY 3 (1-0-4)
Spring, even-numbered years.

A detailed study of minerals emphasizing their composition, origin, mode of occurrence, alteration, classification and identification. Prerequisite: one year of college chemistry, which may be taken concurrently.

GEOL. 251 PALEONTOLOGY 3 (1-0-4) *

A detailed study of the fossil remains of animals and plants. Special emphasis is given to the methods of studying fossils, the structures by which the fossils are identified, similarities of fossils to living organisms, and the significance of fossils.

GEOL. 351 STRUCTURAL GEOLOGY
3 (3-0-0)
Spring, odd-numbered years

The analysis of geologic structures and their causal mechanism is approached through applied physics and mathematics. Understanding of the simple geologic structures leads into the world-wide tectonic pattern and the concepts of "continental drift" and "sea floor spreading". Prerequisite: Geol. 121.

GEOL. 352 STRATIGRAPHY AND SEDIMENTATION 3 (2-0-2)
Fall, odd-numbered years

An extensive study of the genesis and distribution of the sedimentary rocks and the reconstruction of the paleo-environment. Sedimentary processes and environments of deposition will be studied through detailed analysis of reference sections using the principles of correlation, facies changes, tectonics, and paleontology. Prerequisites: Geol. 251 or permission of instructor.

GEOL. 372 AERIAL PHOTO INTERPRETATION
3 (2-0-2)
Fall, even-numbered years

The interpretation of aerial photographs from a geologic standpoint. Emphasis will be placed on recognizing underlying geologic structures. It is recommended that Geol. 121 be taken prior to or concurrently.

GEOL. 412 GLACIAL GEOLOGY 3 (3-0-0)
Spring, odd-numbered years

An analytic study of glaciers and the Pleistocene epoch. The origins and mechanics of glacier motion and the landscape features produced during glaciation will be studied. Causes of ice ages and their distribution through geologic time and the methods of Pleistocene stratigraphy will also be considered. Prerequisite: 121.

GEOL. 450 ENVIRONMENTAL GEOLOGY
6 (2-0-8) Summer Only

This is a rigorous field-oriented course. Selected topics of Physical Geology are pursued in depth and related to man's use and abuse of his environment. Morning lectures are followed by field trips to observe the phenomena. During the first four weeks the students will also learn geologic investigative techniques. The fifth week the students will spend full time in the field working on an independent problem. There is a written scientific paper of the independent problem. Prerequisite: Consent of the instructor.

GEOL. 497 INDEPENDENT STUDY
[See page 43 for course description.]

The Department of Government and Politics offers a general background in the field of American politics, comparative politics, international relations, public administration, and political theory, leading to the Bachelor of Arts degree. Courses in the department may be elected for general education credit. In combination with other fields of study, the program assists in the preparation of students who are interested in careers in law, public administration, local government, urban affairs, teaching, foreign service, public opinion research and journalism.

The department presently has two programs: one leading to the B.A. in Political Science and one B.S.E. Social Studies comprehensive-political science emphasis. Each of these programs has different requirements. The department has prepared an advisement manual which is available on request from the department chairperson.

Since the bachelor's degree is to be regarded as a stepping-stone for careers and further education, students are advised to elect methods courses which are consonant with their career interests: pre-law students should take a course in logic; students interested in public administration should take courses in statistics and/or computer programming; students interested in the Foreign Service should plan an appropriate language background; those who are planning to attend graduate school should consult the requirements of the school to which they plan to apply.

COURSE OFFERINGS IN AMERICAN PUBLIC POLICY

PSCI 201 AMERICAN POLITICS 3 (2-1-0)
Fall and Spring

A study of the basic organization of our government, covering democratic principles, constitutional foundations, federalism, civil rights, the political party system, governmental branches and their functions, federal regulations and welfare services. Required for political science majors.

PSCI 202 STATE AND LOCAL POLITICS
3 (2-1-0) Fall and Spring

The organization, functions and processes of states and their sub-divisions. The discussion of trends in state-to-state relations, state political party systems and interest groups. Emphasis on current problems of federalism: national-local relations, revenue sharing, welfare and aid to education.

PSCI 240 PUBLIC ADMINISTRATION
3 (3-0-0) Fall and Spring

An examination of the roles and characteristics of bureaucracy in modern government. Administrative decision-making is analyzed in terms of the relationship between organizational structures and social and political environments.

PSCI 301 THE AMERICAN PRESIDENCY
3 (1-2-0) Fall, Alternate Years

A study of the presidential office and the men who have held it. Emphasis will be placed upon the development of the Presidency in recent times and the many interrelated roles performed by the Chief Executive in the political system.

PSCI 302 THE LEGISLATIVE PROCESS
3 (1-2-0) Fall, Alternate Years

An examination of the legislative process at both the state and national levels to understand the role of the legislature and the legislator within the political system.

PSCI 303 POLITICAL PARTIES 3 (1-2-0)
Fall, Alternate Years

Development and nature of the American two-party system; the interaction of political parties and interest groups; the nomination and electoral system; the political party in government.

PSCI 304 PUBLIC OPINION 3 (1-2-0)
AND POLITICAL BEHAVIOR
Fall, Alternate Years

Analysis of the role of public opinion in the political system. The process by which political opinions are formed, communicated and influence political behavior. The design and administration of a survey to measure political opinions.

PSCI 305 URBAN AFFAIRS 3 (1-2-0)
Fall, Alternate Years

An analysis of the interrelated problems of class, race, and social change in urban places. Attention will be given to political organizations, minority groups and the relationships between local and national politics. Special emphasis is placed on the public policies directed toward the problems of the cities.

PSCI 321 CONSTITUTIONAL LAW 3 (1-2-0)
Fall, Alternate Years

An inquiry into the general principles of the American constitutional system with special reference to the role of the judiciary in the interpretation, enforcement and development of the Federal constitution.

PSCI 323 CIVIL RIGHTS AND
CIVIL LIBERTIES
3 [1-2-0] Spring

A study of civil rights in the American constitutional system with special reference to the role of the judiciary in the protections of individual liberties.

COURSE OFFERINGS IN PUBLIC ADMINISTRATION

PSCI 342 MANAGEMENT AND
ORGANIZATION 3 (2-1-0) Fall

An examination of the development of varied major approaches and "theories" of organization and administration, with special emphasis on evolving concepts about organization-administrative behavior.

PSCI 343 COMPARATIVE PUBLIC ADMINISTRATION 3 (2-1-0) Fall, Alternate Years

An examination and analysis of the salient characteristics of Western and developing administrative systems with emphasis on the political, socio-economic, and cultural variables affecting Public Administration in such bureaucratic politics.

PSCI 367 FINANCIAL SYSTEMS AND BUDGETARY POLITICS 3 (3-0-0) Spring, Alternate Years

An examination of the development of budgeting reform from early "accountability", through "effectiveness and efficiency", to current "planning and programming" concepts. Attention is given to the management science school with emphasis on the budget as a planning document. Equal emphasis is given to the study of the political process in budgeting, with an attempt to reconcile political rationality with management science.

COURSE OFFERINGS IN INTERNATIONAL-COMPARATIVE POLITICS

PSCI 210 INTERNATIONAL RELATIONS 3 (2-1-0) Fall

Examination of twentieth century problems of the nation-state system; power, national interest, alliances, neutralism, colonialism, regionalism and the United Nations.

PSCI 310 U.S. FOREIGN POLICY 3 (2-1-0) Spring, Alternate Years

United States foreign policy in the period since World War II is examined with emphasis on American interests in key areas, American values in foreign policy, roles of leaders instrumental in creating and developing foreign policy objectives.

PSCI 312 COMPARATIVE POLITICS: EUROPE 3 (2-1-0) Spring

The political systems of Great Britain, France, West Germany and the Soviet Union will be studied and compared. Investigation of political cultures, elites, party systems and the policy-making processes, factors contributing to consensus and cleavage, problems of technological societies.

PSCI 313 COMMUNIST POLITICAL SYSTEMS 3 (1-2-0) Fall, Alternate Years

A survey of the political system of the USSR and other Communist nations. The following topics will be examined: the Communist Party, planning, liberalization, political socialization and recruitment. Interaction of the Communist nations and their relationships with western nations and non-allied nations.

PSCI 314 COMPARATIVE POLITICS: ASIA 3 (2-1-0) Spring, Alternate Years

The study of the major political systems of Asia: China, Japan, and India. It will compare political cultures, analyze the process of political soicalization, evaluate the manner in which the elites of the country are recruited and how they function. Factors making for unity and disunity will be discussed. The role of national planning as a political force will be examined.

PSCI 315 LATIN AMERICAN POLITICS 3 (1-2-0) Fall, Alternate Years

A comparative study of the forces for political instability and development and the major groups competing for power in Latin American political systems.

PSCI 316 AFRICAN POLITICS 3 (2-1-0) Fall, Alternate Years

A survey of contemporary developments in the politics of sub-Saharan Africa, with special emphasis on the problems of national integration, race, and the role of Africa in world affairs.

PSCI 317 MIDDLE EASTERN POLITICS 3 (2-1-0) Fall, Alternate Years

A comparative study of the North African and Eastern Mediterranean areas from the point-of-view of the separate attempts of the authoritarian and the revolutionary states to achieve political stability and development.

PSCI 412 COMPARATIVE POLITICAL DEVELOPMENT 3 (2-1-0) Spring, Alternate Years

An examination of the problems that new nations have encountered in the attempt to create viable political institutions. The following topics will be studied: the colonial heritage, the search for national identity, the single-party state, political elites, the military, consensus, bureaucracy, nation building.

COURSE OFFERINGS IN THEORY-METHODOLOGY

PSCI 235 INTRODUCTION TO POLITICAL ANALYSIS 3 (1-2-0) Spring

This course deals with the methods of comparison and introductory political analysis as applied to political systems and individual political behavior. Examination of power, authority, leadership, decision-making, voting behavior. Examples will be drawn primarily from the American political process. Designed for political science majors.

PSCI 330 CLASSICAL POLITICAL THEORY 3 (1-2-0) Fall, Alternate Years

The first of a three-part series of courses. Political Theory I studies the work of the major political theorists from Ancient Greece to the Italian Renaissance. Among the major philosophers examined are Plato, Aristotle, Cicero, Machiavelli.

PSCI 331 MAN AND THE STATE 3 (2-1-0) Spring, Alternate Years

The second of a three-part series of courses. Man and the State studies the work of the major political theorists from the German Reformation to the end of the French Revolution. Among the theorists examined will be Bodin, Hobbes, Locke, Montesquieu, Rosseau, Burke, and Bentham.

PSCI 333 FOUNDATIONS OF MODERN POLITICAL THOUGHT 3 (1-2-0) Fall Alternate Years

This course investigates the major political ideas of the 19th century — liberalism, conservatism, nationalism, socialism, and communism — as the foundation for the 20th century ideologies, with emphasis on their analysis as attempts to solve the problems of industrial society.

PSCI 334 CONTEMPORARY MILITANT SOCIALISM 3 (1-2-0) Spring, Alternate Years

This course features New Left Socialism, the socialist writers of the third world: Fanon, Guevera, Mao, as well as such black militant writers as Malcolm X and Eldridge Cleaver.

PSCI 430 SCOPE AND METHODS 3 (1-2-0) Spring

This course is designed to examine the present state of knowledge in political science, review the nature of scientific inquiry, consider its applicability to political science, examine various methods of research, and evaluate their applicability to political science through examining significant recent studies in the field. Interdisciplinary approaches and bibliographical techniques are also reviewed.

PSCI 490 INDEPENDENT STUDY [Credit Arranged]

This course is designed to permit the advanced student to study a topic and conduct a research project in depth under faculty supervision. The problem studied should be one with which the student is already familiar

from prior course work. The student must submit a written paper or term report. Registration requires the approval of the department chairman and the sponsorship of a faculty member who agrees to supervise the work. Number of credit hours to be assigned by instructor. May be repeated for credit.

PSCI 497 INDEPENDENT STUDY
(See page 43 for course description)

Although Mansfield State College does not offer a degree program in Health and Physical Education, courses have been developed to support other major programs and sequences by the College.

COURSE OFFERINGS IN HEALTH AND PHYSICAL EDUCATION

HPE. 100 HEALTH (Personal and Community) 2 (2-0-0) Fall and Spring

Health education to include health services, health instruction and health environment dealing with contemporary principles, practices and concepts serving personal, family and community health. Includes individual counseling and guidance.

HPE. 101, 102, 203 PHYSICAL EDUCATION I (2-0-0) Fall and Spring

Emphasis on the development of fundamental skills in season activities for individual, dual and team sports. Participation in life-time activities to include aquatics and various areas of dance. One credit per semester.

HEP 300 TECHNIQUES OF COACHING TRACK AND FIELD 3 [3-0-0]

The participation in actual training techniques in track and field. An attempt to show prospective coaches what an athlete experiences in his training and an opportunity to select various programs and techniques to meet individual needs. Planning, organizing equipment for a track program will be studied.

HPE 305 COACHING AND OFFICIATING WRESTLING 3 [2-0-2]

Practical training in the areas of wrestling fundamentals, match and tournament wrestling, strategy and the psychology of coaching. Practical training in fundamentals of officiating, rule interpretation and preparation for taking tests to become an approved official.

HPE. 310 PHYSICAL EDUCATION 3 (3-0-0) Fall and Spring

A comprehensive analysis of the physically, emotionally, and socially handicapped student. Includes selected activities and achievement standards in the field of health, physical education and athletics. These activities will be changed from year to year to assure that a progressive sequence of learning is present.

HPE 315 ATHLETIC TRAINING 3 [1-1-2]

A course designed to provide experiences in application of various methods in treatment of athletic injuries. A study of preventive measures and medical management of athletic injuries. Experience in use of exercise techniques and physical modalities.

HPE. 320 BASIC FOOTBALL Semester Hours 3 (1-1-2) Spring

The student is given the opportunity to acquaint himself with the methods, techniques and psychology used in coaching football. The purpose of the course is to teach the methods, techniques and psychology used in coaching football, to give the prospective coach a knowledge of the personal problems in motivating and handling individual players, to teach the prospective coach the various types of offensive and defensive formations employed in football, to give the prospective coach an understanding of the need for, and familiarity with a detailed daily and progressively integral program for the entire season, and to give the prospective coach an understanding of the importance of the care and careful purchase of equipment.

HPE. 330 COACHING BASKETBALL Semester Hours 3 (1-1-2) Fall

Practical training in the areas of basketball fundamentals, individual and teal play, strategy and the psychology of coaching. This course will supply practical knowledge and techniques in the skills needed for basketball coaching.

HPE 340 SAFETY AND FIRST AID Standard and Advanced] 3 [1-1-2]

Study and application of the methods, techniques and psychology used in first aid and safety.

HPE. 350 METHODS I (Teaching of Health and Physical Education in Elementary Schools) 2 (2-0-0) Fall and Spring

Principles, problems, materials and techniques for conducting the health and physical education programs in the elementary schools.

HPE 360 KINESIOLOGY 3 [3-0-0]

Analysis of human motion based on anatomical and mechanical principles. Fundamental principles of muscle action pertaining to movement. Application of mechanics to sports activity. Prerequisites: BIO 331, BIO 332.

HPE 370 PHYSIOLOGY OF EXERCISE 3 [3-0-0]

Critical analysis of physiological bases of muscular activity with special attention to general effects of exercise on body function. Prerequisites: BIO 331, BIO 332, HPE 360.

HPE 375 ADVANCED ATHLETIC TRAINING 3 [2-0-2]

A course designed to use exercise techniques and physical modalities. The physiological basis, indications and contraindications are presented. Also a review of special problems in the management of an athletic training program.

history

The Bachelor of Arts program in History is designed for individuals who might wish to seek employment in Federal and State governmental agencies, social and private agencies, museums, archives, the Federal Bureau of Investigation, or for a career in teaching on the college or university level. In the latter case advanced professional study leading to the M.A. and Ph.D. is required. The B.A. in history will enable the qualified student to enter graduate school, in pursuance of these advanced degrees or to prepare for admission to law school, medical school or the ministry. This program will provide the undergraduate with a full understanding of the methods and concepts of historical investigation, an acquaintance with the various schools of historical interpretation, and the necessary preparation for a career as a professional historian.

Requirements for the B.A. degree in history: A total of 33-36 semester hours in history is required for a history major. During the first four semesters the potential history major is advised to include HIST. 101 and/or HIST. 102 and HIST. 201 and/or HIST. 202, in his schedule since at least one course from each group will be required to fulfill the major. The history major must also take history 300, Historigraphy in his junior year. The History major requires a minimum of 18 semester hours of upper-division history courses but no more than 12 semester hours should be in any one of the following areas: American, European, or Latin American. In addition, 3 semester hours are required in Third World History and 3 additional semester hours in Third World History or Third World Social Science courses (anthropology, geography, or politcal science). Also required are 12 semester hours selected from course offerings in the social sciences (anthropology, economics, geography, political science, psychology or sociology).

For the B.S.E. social studies comprehensive-history emphasis, the following departmentally required courses in General Education must be completed: Hist. 101, 102, 201 and 202.

Upper-division courses required for the B.S.E. include: Hist. 300, Historiography, taken in the junior year, Hist. 307, 365, 310 and one upper-division course in United States History, one in Third World (the emerging nations or Asia, Africa, the Middle and Near East or Latin America), and one in Third World History or Third World anthropology, geography, or political science and one free history elective. A total of 33-36 semester hours of history is required to fulfill the B.S.E. social studies-history emphasis. In addition, the student must take 21 semester hours in the social sciences; 2 semester hours are required such as anthropology or sociology, human geography, American politics, general psychology; 9 semester hours are free electives with no more than 6 in any one discipline.

COURSE OFFERINGS IN HISTORY

HIST. 101 WESTERN CIVILIZATION I 3 (3-0-0)

A survey of significant ideas, events, and cultural developments in man's history from the emergence of ancient civilizations to early modern times. (circa 1660)

HIST. 102 WESTERN CIVILIZATION II 3 (3-0-0)

A continuation of History 101. From early modern times to the present.

HIST. 104 THE WORLD IN THE TWENTIETH CENTURY 3 (3-0-0)

A study of the forces and concepts operating in the modern world with emphasis on the trouble spots at the present time. For non-history majors only.

HIST. 201 AMERICAN HISTORY THROUGH THE CIVIL WAR 3 (3-0-0)

A survey of American history from 17th century colonization to the period of the revolution, independence and formation of the federal union; nationalism, sectionalism and

growth of democracy in the 19th century to the Civil War.

HIST. 202 AMERICAN HISTORY — RECONSTRUCTION TO THE PRESENT 3 (3-0-0)

A continuation of Hist. 201. Significant trends and events in the rise of the industrial-union society; domestic and foreign development of an emerging world power; increasing international involvement and world leadership in the atomic era.

HIST. 287 THE FAR EAST IN THE 20th CENTURY 3 (3-0-0)

Traditional cultures and institutions of China and Japan. The impact of the West on the Far East. The emergence of Communist China. United States foreign policy in relation to the Far East.

HIST. 288 EASTERN RELIGIONS 3 [3-0-0]

An overall view of the major religions of Asia--Islam, Buddhism, Hinduism, and Confucianism. An analysis of the basic belief and duties of these religions and the effect of these religions on Asian culture.

HIST. 295 TOPICS IN HISTORY

This course is designed for lower division students, B.A. History majors and non-majors who desire a course in a special area that is of current interest. Various topics will be offered each semester.

HIST. 300 HISTORIOGRAPHY 3 (3-0-0)

This course introduces the student to the discipline, methods and techniques of historical research and writing and also to the major interpretations of hisotry and historiographical writings. Required of all history majors in the junior year.

HIST. 301 HISTORY OF COLONIAL AMERICA TO 1788 3 (3-0-0)

A study of the exploration and settlement of North America with special emphasis on the 13 English colonies. The various political, social and economic developments in the American colonies to 1788 will be examined.

HIST. 302 CONSTITUTION TO MANIFEST DESTINY, 1789-1850 3 (3-0-0)

Special emphasis of the course will be on the movement for American independence and events during the Revolutionary War and early national period.

HIST. 304 HISTORY OF THE CIVIL WAR AND RECONSTRUCTION 3 (3-0-0)

The background of sectional controversy; constitutional issues, seccession and military conflict; the aftermath of the war, North and South, with particular emphasis on political development in the period of reconstruction ending in 1877.

HIST. 306 AMERICA BETWEEN THE WARS 3 (3-0-0)

American politics, diplomacy and society in World War I, the nervous Twenties, the Depression Decade and World War II.

HIST. 307 CONTEMPORARY AMERICA 3 (3-0-0)

American political, diplomatic and social developments in the Atomic Era.

HIST. 315 THE EVOLUTION OF SOCIAL WELFARE IN AMERICA 3 [3-0-0]

This course will examine the development of the public welfare system as a mirror reflecting America's changing attitudes toward misfortune and relief. Topical themes include the effects of an individualistic tradition upon

pre-Civil War welfare efforts, industrialization, growth of government responsibility and the problem of assistance-security and work-independence objectives in public welfare.

HIST. 340 THE ANCIENT WORLD 3 [3-0-0]

A study of the Ancient World dealing with the growth and development of cultural, social and intellectual foundations that formed the basis of our present institutions. The development of classical life and thought will be analyzed through a study of the great civilizations of Greece and Rome.

HIST. 344, 345 HISTORY OF MEDIEVAL EUROPE 3 (3-0-0), 3 (3-0-0) Fall and Spring, Odd-numbered Years

The political, socio-economic and cultural development of the civilization of Medieval Europe from the fall of Rome to the Crusades. Second semester deals with the Medieval synthesis in the High Middle Ages.

HIST. 346 RENAISSANCE AND REFORMATION 3 (3-0-0) Spring, Odd-numbered Years

An examination of the political, social, economic and cultural forces involved in the transition from Medieval western society with particular attention to the rise of national states and the growth of individuals.

HIST. 350, 351 HISTORY OF ENGLAND 3 (3-0-0), 3 (3-0-0) Fall and Spring, Even-numbered Years

A survey of the political and constitutional, social, intellectual and economic history of the British people from early times to the present. First semester, early times to 1485, second semester, 1485 to the present.

HIST. 358, 359 RUSSIA: A HISTORY OF ITS ORIGINS TO THE REVOLUTION OF 1917 3 (3-0-0), 3 (3-0-0) Fall and Spring, Odd-numbered Years

An overall view of significant and recurring themes in Russian history up to 1917, with a close analysis of the substance, form and nature of the thousand year course of Russian history. Comparison of the development of Russia with that of other states and an examination of the essential roots underlying the modern Soviet state. First semester to 1785; second semester 1725-1917.

HIST. 360 THE AGE OF KINGS 3 (3-0-0) Fall, Odd-numbered Years

The emergence of European states with a focus on the domestic and international forces shaping the 17th and 18th centuries.

HIST. 361 REVOLUTION IN MEN'S MINDS 3 (3-0-0)

The scientific revolution and age of Enlightenment during the 17th and 18th centuries respectively with an emphasis on such thinkers as Bacon, Galileo, Newton, Valtaire, Diderot and Rosseau.

HIST. 364, 365 EUROPE IN THE TWENTIETH CENTURY 3 (3-0-0), 3 (3-0-0)

A study of political, economic and cultural developments in Europe in the twentieth century with particular attention to the factors involved in the two World Wars and their global impact and significance. First semester, 1914-1939, second semester, World War II and its aftermath.

HIST. 375 COLONIAL LATIN AMERICA 3 (3-0-0)

A discussion of the colonial era focusing on Pre-Columbian civilization, the conquerors, the creation of Spanish and Portuguese institutions for mastery of multi-racial society, the reforms of the 18th century and the independence struggles.

HIST. 376 MODERN LATIN AMERICA
3 (3-0-0)

A survey of the modern period emphasizing the difficulty in creating a national self-identity, the impact of liberal and conservative philosophies in the 19th century and the viability of revolutionary vs. non-revolutionary approaches to the problems of the 20th century Latin America.

HIST. 385 HISTORY OF THE MIDDLE EAST
3 (3-0-0)

The major political, economic and cultural features of the Middle East with particular emphasis on modern colonialism in the area. Zionism, the rise of the Arab states contemporary relations with other nations of the world.

HIST. 386 HISTORY OF SOUTHEAST ASIA
3 (3-0-0)

A survey in the histories of peoples and states of Southeast Asia, Burma, Thailand, Cambodia, Laos, Vietnam, Malaysia, Indonesia and the Philippines. The course covers the history of Southeast Asia from the Portuguese impact in the 16th century to the influence of the United States in the 20th century. Southeast Asia is examined in the age of imperialism, colonialism, nationalism, and independence.

HIST. 401 HISTORY OF PENNSYLVANIA
3 (3-0-0)

A study of the founding and development of Pennsylvania social, political and economic characteristics of the Commonwealth, the diversity of its people, their contributions to the nation.

HIST. 405, 406 THE WESTWARD MOVEMENT IN AMERICA
3 (3-0-0), 3 (3-0-0)

Discussion of the settlement of the various geographic areas comprising the United States and the influence of westward expansion on the political, social and economic development of the American people. First semester the westward movement east of the Mississippi River; second semester, the trans-Mississippi West.

HIST. 409 BLACK MAN IN WHITE AMERICA TO 1865 3 (3-0-0) Fall

Topical foci include Africa as the stolen heritage, the rural slave trade as psychic cultural shock, the rural slave as master dissembler and latent insurrectionist, the urban slave as alienated protester and the Civil War as the possible dream. Thematic emphasis centers upon black resistance with the quest for a black identity.

HIST. 420 THE TEACHING OF HISTORY IN THE SECONDARY SCHOOLS
3 [3-0-0]

Each student in this course will be involved in the creation of a teaching unit in history directly transferable to the secondary teaching situation. He will be required to research and organize content material utilized within each unit and develp appropriate teaching approaches to facilitate instruction. Topics such as warfare, diplomacy, modern revolution, the role of women, economics, minority groups, politics, and other areas appropriate for study in secondary units or mini-courses will be developed on a historical-comparative approach to enable students to see trends and make comparasions.

HIST. 430 THE AMERICAN INDIAN: FROM BERING TO RED POWER
3 [3-0-0]

This course deals with the origins, culture and history of the American Indian. The development of Indian policy by colonial rulers as well as the United States will be studied and compared. Problems of assimilation and cultural conflict resulting from removal as well as modern Indian problems will be discussed in detail.

HIST. 451 FRENCH REVOLUTION AND NAPOLEON 3 (3-0-0)
Fall, Even-numbered Years

A study of the causes, course and impact of the French Revolution and Napoleon on France and Europe from 1789 to 1815.

HIST. 454 MODERN GERMANY 3 [3-0-0]

Consideration of the forces of German unity from the rise of Brandenburg-Prussia with emphasis on the influence of Frederick the Great, the Bismarckian accomplishment of 1870, Imperial, Weimar and Nazi Germany.

HIST. 458 THE SOVIET UNION 3 (3-0-0)
Fall, Even-numbered Years

A history of the Bolshevik Revolution and the founding of the Soviet Union; emphasis is on the internal and external factors involved in world Communism and Soviet power politics.

HIST. 470 HISTORY OF MEXICO 3 (3-0-0)
Spring, Odd-numbered Years

A survey of Mexican history from pre-Colombian civilizations to the present. Particular attention will be given to the interaction of various racial groups, the formation of a distinct Mexican national identity and class conflicts.

HIST. 496 SEMINARS ON SELECTED TOPICS 3 [3-0-0]

Open to history majors in the senior year. This course will provide the student with in-depth knowledge of historical methodology and research. Significant historical problems in history are selected for oral discussion and a research paper.

HIST. 497 INDEPENDENT STUDY
[See page 43 for course description.]

The home economics curriculum emphasizes both the theoretical and practical bases which contribute to preparing home economists who will work professionally or as volunteers to improve the quality life of individuals and families. Four major home economics programs are offered and from which the student may choose one of six options: Home Economics Education, Food Service, Consumer Service with options in Food and Equipment and in Clothing and Textiles, Child and Family Service with options in Child Service and in Family Service. Common to all four of the home economics programs is a core of introductory home eceonmics courses which provide the opportunity to survey the many and varied professional Opportunities in home economics. They are HEc. 100, 101, 111, 121, 131, and 321, and 323.

Each of the four home economics programs consists of three parts. Studies in general education help the student to broaden his/her academic background and to provide some depth study in the root disciplines upon which home economics is based, including humanities, natural sciences, social sciences, mathematics,and languages.Courses in the professional area provide the practical and theoretical background which help one to achieve competencies necessary for becoming a professional home economist. Courses in home economics, the area of specialization, provide some expertise in at least one of the five areas of home economics and an acquaintance with the other areas of home economics.

Completion of the Home Economics Education program satisfies the requirements for certification to teach home economics from kindergarten through grade twelve in Penn-

sylvania schools. Home Economics Education graduates are qualified to teach in both gainful or occupational programs and in useful or homemaking programs. For the home economics teacher, breadth and some depth study in the five areas of home economics, includes child development and family relations, clothing and textiles, consumer education and management, food and nutrition, and housing. Beginning in the sophomore year students majoring in Home Economics Education have professional experience in schools culminating in a semester during the senior year which blocks in the same semester student teaching with advanced home economics education courses.

Courses recommended for the first four semesters in Home Economics Education are: Psy. 100, Bio. 101, Chem. 101 and 102; HEc. 100, 101, 111, 121, 131, 201, 215, 216, 232, 321, and 290v.

Other courses in the Home Economics Education curriculum are: Psy. 230, Ed. 302, Ed. 401; HEc. 390v, 391v, 392v, 231, 323, 421, 490v and 491v.

The Food Service Program prepares its graduates to become dietitians or supervisors in schools industrial, commercial, or institutional food service operations. The content of this program relies heavily on technical courses in food and nutrition, psychology, personnel management, and related sciences including microbiology. Courses recommended for the first four semesters are: Chem. 101 and 102, Bio. 101, Psy. 100, Soc. 111, Ma. 107, Bio. 332, Psy. 230, Ed. 302; HEc. 100, 101, 111, 121, 131, 215, 216, 224. Other courses in food service curriculum include: Chem. 341, Bio. 340; HEc. 231, 232, 323, 391v, 410, 417, 418, 419. The following courses may be taken at another institution until they are offered at Mansfield: Quantity Food Preparation and Marketing, Institution and Personnel Management, Quantity Food Purchasing, and Institutional Equipment.

The Consumer Service Program, with its two options, is selected by home economics students who plan to become home economists in business. Completion of the food and equipment option leads to employment as home economists or consumer specialists by food or household equipement manufacturers, by public utility companies, or by agencies serving the consumer. These students concentrate in the area of food and equipment, supported by course work in chemistry, physics, psychology, business practices, economics and sociology. Recommended courses for the first two years of the Food and Equipment option include: Psy. 100, Bio. 101, Chem. 101 and 102, and Ed. 302; HEc. 100, 101, 111, 121, 131, 215, 216, 224 and 321. Other courses in the Consumer Service Food and Equipment option include: Psy. 130, Econ. 201 or 202, Psy. 230, Art 342 or Eng. 244, Bio. 332, Eng. 334, CIS 100 or 110, Ed. 420, HEc. 323, 416, 417, 418, 419, and 421.

Students selecting the Consumer Service-Clothing and Textiles option are prepared for entry-level positions in merchandising and with clothing manufacturers, pattern companies and other companies producing items used in clothing construction. Clothing and textile courses including tailoring, flat pattern design, creative draping, and textile analysis constitute specialized home economics courses in this option. Supporting courses in art, journalism, photography, psychology, and sociology. Recommended courses for the first two years of the Consumer Service-Clothing and Textiles option include: Psy. 100, Bio. 101, Chem. 101 and 102, Ma. 107, Soc. 111, Art 210, Spc. 201, Psy. 230; HEc. 100, 101, 111, 121, 131, 201, 305, and 321. Other courses in the textile option include: Art 241, Art 345, Eng. 334, CIS. 110, Art 342, Ed. 420; HEc. 420, HEc. 302, 303, 304, 323, 403, 404, 405, 409, and 416.

The Child and Family Service Program with one option in Child Service provides the opportunity to specialize in work with young children as in day care centers, and as home economics child specialists employed by agencies serving children. Students enrolled in

the Child option emphasize child development courses supported by course work in biology, genetics, psychology, sociology, and anthropology. The Family option of the Child and Family Service program leads to positions for home economics social workers who provide special consultant and educational services for families through private and public agencies. Course work includes a concentration in social science courses, such as psychology, sociology, anthropology, and in science courses such as chemistry and genetics. Courses recommended for the first four semesters for both options in the Child and Family Service Programs include: Bio. 101, Psy. 100, Sp.Ed. 101, Art 101, Soc. 111 or 121, Mus. 100 and Anthro. 203; HEc. 100, 101, 111, 121, 131, 231, 232. Other courses in the Child and Family Service Program Child option include: Bio. 340, Chem. 101, HEc. 216, 317, 330, 332, 333, 334, 335, 336, 435, 436, 437, 438, 439, and a clothing construction elective.

Home economics students, having achieved a B average, may elect to spend one semester or a summer during the junior or senior years at the Merrill-Palmer Institute of Human Development and Family Life in Detroit, Michigan.

Students transferring into the Home Economics Program at Mansfield will have their transfer credits evaluated in terms of the program in effect at Mansfield, and they may be advised to enroll in courses which will develop competency for becoming professional home economists.

COURSE OFFERINGS IN HOME ECONOMICS

HEc. 100 HOME ECONOMICS ORIENTATION 1 (1-0-0) Fall

Survey of home economics philosophy and professional orientation. Emphasizes historical and sociological development of the family as the central theme of home economics.

HEc. 101 CLOTHING AND MAN (core course) 3 (3-0-0) Fall and Spring

An exploration of clothing selection based upon art principles, the fashion clothing industry, the social psychological implications of clothing for the consumer, textiles, and laws and trade regulations relating to clothing and textiles.

HEc. 102 FUNDAMENTALS OF FASHION 2 (2-0-0) Spring

Art principles related to fashion and to fashion trends. A study of design in couture and ready-to-wear clothing. An in depth analysis of figure types. Prerequisite: HEc. 101.

HEc. 111 NUTRITIONAL ECOLOGY OF MAN (core course) 3 (3-0-0) Fall and Spring

A study of the psychological, cultural, sociological and economic aspects of food with national and world implications. A study of the principles of nutrition and basic food groups with assessment of the students' dietary habits.

HEc. 121 PERSONAL AND FAMILY MANAGEMENT (core course) 2 (2-0-0) Fall and Spring

An introductory course focusing upon techniques of personal and family management. The course emphasizes management of individual and family resources as related to human needs, values, and goals. Experiences will be provided and exploration made of decision-making as influenced by such factors as family life cycle, life styles, man-woman roles, socio-economic variations, and aspirations of individual and family members. Management and conservation of time, energy, income, community, and environmental resources will be analyzed.

HEc. 131 INTRODUCTION TO CHILD AND FAMILY (core course) 2 (2-0-0) Fall and Spring

A core course to facilitate choices available in home economics and to provide basic knowledge in child and family.

HEc. 201 FUNDAMENTALS OF CLOTHING CONSTRUCTION 3 (1-0-4) Fall and Spring

An introduction to pattern and fabric selection, to the variety of construction techniques, and to the methods of fitting garments. Directed laboratory experience provides an opportunity to solve individual clothing problems through the application of principles.

HEc. 210 SOCIAL USAGE 1 (1-0-0) Fall and Spring

A survey of contemporary influences on accepted standards of conduct in professional and social situations.

HEc. 215 PRINCIPLES OF FOOD 3 (1-0-4) Fall

The application of physical and chemical principles as related to the selection, preparation, and preservation of food.

HEc. 216 FOOD FOR THE FAMILY 3 (1-0-4) Spring

Consumer education concerning food production, marketing, and purchasing. Meal-time management including planning, preparation, and service of meals. Prerequisite: HEc. 111 and 215 or permission of the instructor.

HEc. 224 HOUSEHOLD EQUIPMENT 2 (1-0-2) Fall and Spring

Selection, use, care, and testing of household appliances and equipment. Development of an awareness of criteria for evaluating equipement for wise selection.

HEc. 231 THE FIRST YEARS OF CHILDHOOD 3 (2-0-2) Fall and Spring

An overview of the child from conception to age five; practical experience in determining and understanding the parent and teacher in facilitating optimal development of the very young child. Observation of and participation with the children in the Home Economics Department Nursery School. Prerequisites: Psy. 100, HEc. 131; or by permission of the instructor.

HEc. 232 THE AMERICAN FAMILY 3 (3-0-0-) Fall and Spring

A study of the American Family throughout the life cycle including a brief historical overview of the family in the western world; emphasizes contemporary families, their life styles, values, and contingent standards; analyzes aspects of family life and culture across generations through a basic genealogical study. Utilizes current research findings.

HEc. 290v INTRODUCTION TO HOME ECONOMICS EDUCATION 2 (2-0-0) Fall and Spring

Orients the home economics students to the development of a philosophy of education and home economics education and home economics education for the building of professional beliefs and practices. Provides an awareness of professional ethics, activities, school law, personal and professional growth, and the home economics teacher's role in the school and the community. Value identification and calrification is emphasized as it relates to interpersonal relationships with individuals, families, and the community. Micro-teaching is included.

HEc. 301 INTERMEDIATE CLOTHING 3 (1-0-4) Fall and Spring

A further study of construction skills and techniques as these relate to fabrics. Special consideration is given to fitting garments. Tailoring techniques are introduced. This

course may not be scheduled after HEc. 303, 403, or 404.

HEc. 302 APPAREL DESIGN ANALYSIS
3 (3-0-0) Fall

Opportunity is provided for the analysis of the concepts and principles of design and color as applied to apparel. Includes analysis of designs and the interrelationships of aesthetic principles, function, materials, and technical procedures. Prerequisite: HEc. 102.

HEc. 303 TAILORING 3 (1-0-4)
Fall and Spring

The major emphasis is placed on the difference between custom and speed tailoring, and the selection of tailoring fabrics and their relationship to design. Tailoring construction techniques are related to individual problems. Prerequisite: HEc. 301 or a grade of B in HEc. 201.

HEc. 304 CLOTHING PRODUCTION, DISTRIBUTION, AND CONSUMPTION
3 (3-0-0) Spring

A study of the clothing field as an economic force. Analysis of fashion trends and their effect on production and distribution in manufacturing as these affect the consumer. Prerequisite: None for Consumer Service majors in the Clothing and Textile Option; available to other students by consent of the instructor.

HEc. 305 STRUCTURES AND PROPERTIES OF FIBERS 2 [2-0-0] Fall

The study of the chemical and physical structures of fibers and the resulting properties. Prerequisite: Chem. 102.

HEc. 317 PEDIATRIC NUTRITION
3 [1-0-4] Fall or Spring

Nutritional needs of the unborn, infant, toddler, school age and teenage individual, with study of several factors influencing these needs. Prerequisites: HEc. 111, HEc. 215, HEc. 216; or by consent of the instructor.

HEc. 321 CONSUMER ECONOMICS
3 (3-0-0) Fall and Spring

An introductory look at the consumer's role in American society. The focus of the course is on individual decision-making and the knowledge necessary for best achieving satisfaction based on personal goals and value system. The major emphasis of the course is on consumer rights: the right to be informed, the right to choice, the right to safety and the right to be heard. In addition to an overview of the realities of the marketplace and avenues for consumer protection, the course features tactics and techniques for consumer survival.

HEc. 323 INTERIOR ENVIRONMENT
3 (2-0-2) Fall and Spring

Major emphasis is placed on the home in terms of design , construction, furnishings, adornment, function and cost through such unifying themes as use, economy, beauty, and individuality. The history of environmental design, as it evolved in Italy, Spain, France, England and the United States complete our historical heritage. Three skills are required of students majoring in home economics education including furniture refinishing, upholstering, and drapery headings. Students other than home economics education majors may select a subject matter research paper in lieu of one or all of these skills. It is the purpose of this course to help the student make his home responsive to the functional and personality needs of the family and individuals. No prerequisites. Open to all majors.

HEc. 330 CHILD AND FAMILY AGENCIES
3 (1-1-2) Spring

A lecture-seminar course to familiarize the student with the various agencies, both public and private, that serve the child and the family. A one-day selected observation experience is

required. Prerequisites: HEc. 131, 231, 232 or by permission of instructor.

HEc. 332 THE ADOLESCENT 3 (3-0-0) Fall

A study of adolescents and their development in relation to self, family, education and the social order, with emphasis on their characteristics and needs; examination of issues affecting the adolescent.

HEc. 333 INFLUENCES IN EARLY LEARNING 3 (2-0-2) Spring

A study of current programs and research findings concerning the factors in the early environment of the child which determines the direction of and facility for learning. Includes observations of infants, toddlers, and preschoolers. Opportunity for case study. Prerequisites: HEc. 231, HEc. 232; or by permission of the instructor.

HEc. 334 ISSUES IN CONTEMPORARY FAMILY LIFE 3 (3-0-0) Fall

Provides for an in-depth study of one or more issues the student will wish to explore following a broad presentation of those issues that are perennial, and those that are current for families and their members. Prerequisites: Psy. 100, HEc. 131; or by permission of instructor.

HEc. 335 PLAY AND CREATIVE ACTIVITIES IN CHILDHOOD 3 (1-1-2) Summer by sufficient request

In-depth emphasis on the contributions of play and creative activities to physical, emotional, social, and intellectual development. Includes initial observation and interpretation of the child's behavior in a controlled situation; opportunity to exercise ingenuity to devise play and creative activities in a variety of play and role playing situations. Seminars to discuss observation and participation. Prerequisites: HEc. 231, HEc. 232; or by permission of instructor.

HEc. 336 ADULTHOOD AND AGING 3 (3-0-0) Spring

A study of the mature adult and the problems that are concomitant with the aging. Careful consideration of the legislation which has a bearing on the roles for this segment of society and the roles that the student of today may predictably be assuming in his future. An opportunity is provided for working with individuals and groups in organized as well as unstructured groups. Case studies and individualized instruction are utilized. Prerequisites: HEc. 231, HEc. 232; or by permission of instructor.

HEc. 390v OBSERVATION AND PARTICIPATION IN SCHOOLS 5 (0-2-6) Fall and Spring

The prospective teacher will apply concepts and techniques taught in HEc. 391v while observing and participating in a variety of teaching-learning situations. The student will develop a perspective about the total educational process in Pennsylvania schools through observation in schools and conferences with school personnel. Characteristics of different learners will be explored in terms of age and development levels, families, socio-economic, cultural, and racial background, sex, special abilities, and interests. Prerequisite: HEc. 290v. Simultaneously with HEc. 391v.

HEc. 391v TEACHING OF HOME ECONOMICS I 3 (3-0-0) Fall and Spring

A course for prospective home economics teachers focusing on knowledge of the learners, the learning process and an introduction to planning for the teaching-learning process. Simulation and micro-teaching will be introduced for the implementationd of the components of daily lesson planning. Prere-

quisites: HEc. 290v, Psy. 230. Simultaneously with HEc. 390v.

HEc. 392v TEACHING OF HOME ECONOMICS II 3 (3-0-0)
Fall and Spring

Emphasizes program and curriculum development for home economics education in schools, including selection of learning experiences related to behavioral objectives, evaluation, and the selection of significant resource materials for home economics programs at a variety of levels. Provides opportunity to apply management principles to the teaching task. Prerequisites: HEc. 390v, HEc. 391v.

HEc. 403 FLAT PATTERN DESIGN 3 (1-0-4)
Fall

Flat pattern methods are used to develop the ability to create new patterns, alter commerical patterns, apply principles of fitting, and to appreciate the fundamental use of grain. Prerequisitez; HEc. 301, or a grade of B in HEc. 201.

HEc. 404 CREATIVE DRAPING 3 (1-0-4)
Spring

Draping methods are used in the creation of designs for individual construction using basic techniques, variations in basic designs, original ideas and expression of one's designs. Prerequisite: HEc. 301 or a grade of B in HEc. 201.

HEc. 405 FABRICS AND FINISHES 3 [2-0-2]
Fall or Spring, Alternate Years

Relationship of fiber structure, fabric structure, and finishing processes to fabric performance. Laboratory evaluation of performance characteristics of textile products. Prerequisite: HEc. 305.

HEc. 409 SEMINAR AND FIELD EXPERIENCE IN CLOTHING 4 (1-0-6)
Seminar — Fall and Spring
Field Experience — Summer

An approved off campus experience in a cooperative program with business establishments which merchandise textiles or apparel. The study of merchandising, interview procedure, job opportunities in the field. Prerequisites: HEc. 302, HEc. 303, HEc. 304, HEc. 405; or by permission of instructor.

HEc. 410 DIET THERAPY 3 (2-0-2)
Spring

The study of diet problems encountered at all points of the life cycle. Consideration of metabolism in disease; adapting diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated. Prerequisites: eight semester hours of Chemistry, HEc. 111, six semester hours of foods, or consent of professor.

HEc. 416 PRESENTATION TECHNIQUES IN HOME ECONOMICS 2 (0-0-4)
Fall or Spring

Basic principles and techniques of presentation for the home economist in business. Presentations by students and evaluation of educational effectiveness of other students' and professional presentations. Use of variety of audio-visual media. Prerequisite: Junior standing.

HEc. 417 SURVEY OF NUTRITION 3 (2-0-2)
Fall or Spring

Chemistry of nutrients, metabolism, and normal nutrition needs at various stages of the life cycle. Laboratory work related to food composition and effects of various types of preparation upon ultimate nutritient supply. Current research, food fads and fallacies and consumer protection highlighted. Prerequisites: eight hours in chemistry, three hours in foods, HEc. 111.

HEc. 418 ADVANCED FOODS 3 [1-0-4]
Spring

An extension of the principles of food preparation, incorporating an experimental approach to preparation problems. The selection and service of food for different occasions, considering the aesthetic, cultural and social significance of food. Prerequisites: HEc. 215 and HEc. 216.

HEc. 429 FIELD EXPERIENCE IN FOODS AND EQUIPMENT 3 [0-0-6]
Fall, Spring, or Summer as needed

An approved practicum in the students' major area of interest in the fields of food service or consumer service. The students will present to the college supervisor a written summation of the learning experiences and knowledge gained as an outcome of the specific practicum. Prerequisites: HEc. 111, HEc. 215, HEc. 216, HEc. 224; junior standing of by permission of instructor.

HEc. 421 HOME MANAGEMENT RESIDENCE 3 [0-0-9] Fall, Spring and Summer

Students experience home living as a family group. The culminating experience of home economics training combines management theory and practice in areas of foods and nutrition, home furnishings, textiles, consumer economics, equipment and human relationships. Prerequisites: HEc. 215, HEc. 216.

ALTERNATE COURSE — HEc. 421 3 (3-0-0) Spring

Students who are married, living with their husbands in their home or apartment while enrolled in classes at Mansfield State College may satisfy HEc. 421 with an alternate course which meets regularly. The course includes projects and work in management apropos to the students particular living situation.

HEc. 423 INTERIOR DESIGN IN THE HOME 3 (2-0-2) Fall and Spring

Subject matter is drawn from the study of interior design. Upon completion of the course the student will be able to create a basic interior coordinating design materials and accessories, valuing the interrelationship of environment and personal taste and personality. Laboratory experience includes the professional procedure of presenting plans to clients with perspective drawings, fabric and color collage, and floor plans. Available to all home economics majors. No prerequisites.

HEc. 424 THE HANDICAPPED HOMEMAKER 3 (3-0-0) Fall

Students are made aware of the many problems faced by homemakers with physical handicaps such as arthritis, amputation, poor sight or blindness, limited mobility, etc. They research these conditions and simulate handicaps in order to experience some of the difficulties that arise, and study ways of coping with the disability. This will enable the students to aid persons with physical limitations to achieve more independent living.

HEc. 435 TEACHING IN THE PRESCHOOL 3 (0-1-4) Fall

Participation in selected preschool milieux with provision for practicing principles of management of preschool groups. Provides for activities in art, music, literature, science, mathematics, and language experiences. Includes a weekly seminar for discussion of participation, principles of preschool management, and involvement of parents. Prerequisites: HEc. 231, HEc. 232, HEc. 333, HEc. 335, or concurrent with HEc. 333 and HEc. 335. Others upon permission of the instructor.

HEc. 436 FAMILY AND THE COMMUNITY
3 (2-0-2) Fall

The first half of the course is devoted to a study of the various agencies of both the public and private sector of communities and the opportunity to explore areas of responsibility and worth of agency in varying political devisions. Opportunity is provided for separate studies and individualized instruction in the latter half of the course. Prerequisites: Soc. 111, HEc. 232, HEc. 330, or by permission of the instructor.

HEc. 437 ADVANCED CHILD DEVELOPMENT
3 (3-0-0)
Fall or Summer by sufficient request

Advanced study in child development with emphasis on current research and readings dealing with children. Prerequisite: HEc. 131.

HEc. 438 ADVANCED FAMILY RELATIONS
3 [2-1-0]
Summer by sufficient request

Individual study program combined with class seminar providing in-depth research and exploration of selected areas pertinent to a better understanding of the problems confronting today's families. Field trips as well as resource people are a part of this advanced study.

HEc. 439 PROFESSIONAL SEMESTER CHILD AND FAMILY SERVICE
12 s.h. Spring and Summer

Pre-professional field experience for majors in the Child and Family Service Program. To be taken the last spring semester, the course consists of four parts. One week of observation in selected agency; two weeks of supervised and individual consultations in preparation for assuming participatory role. Nine weeks supervised participation and pre-professional member of an approved agency; three weeks professional seminar consisting of evaluation and such additional experiences as are needed to complete the program for entry within the chosen professional field.

HEc. 490v HOME ECONOMICS AND VOCATIONAL EDUCATION AND GUIDANCE 3 (3-0-0)
Fall and Spring

Focuses on the place of home economics in vocational education, career education and occupational education. Traces the implications of federal and state vocational legislation for home economics. Provides information in regard to federal funding of vocational programs, utilizing community resources, and planning for implementing home economics oriented vocational programs. Prerequisites: HEc. 392v, or by permission of the instructor.

HEc. 491v CURRICULUM DEVELOPMENT IN HOME ECONOMICS 3 (3-0-0)
Fall and Spring

Emphasis on principles of curriculum planning with opportunity to develop individual projects for specific programs and specific groups of students. Prerequisites: HEc. 390v, HEc. 391v, HEc. 393v and Ed. 400, or by permission of the instructor.

HEc. 497 INDEPENDENT STUDY
[See page 43 for course description.]

mathematics

The Department of Mathematics offers two undergraduate programs in mathematics. The Bachelor of Arts (B.A.) program in mathematics is designed to prepare the student for mathematics positions in business, industry and for graduate work in mathematics. The Secondary Education (B.S.E.) program in mathematics provides strong preparation in mathematics to enable the student to enter the teaching profession and to study mathematics at the graduate level.

Many industries offer challenging mathematics-related careers for liberal arts mathematics graduates. These opportunities include computer science, insurance and banking, business administration, engineering, economics and statistics, and the sciences. For the student who is able to exhibit academic talent, there is the possibility of graduate study at other institutions. Almost all such students can expect to receive some sort of financial aid from the institution involved.

The Department of Mathematics offers a wide variety of elective courses which can be chosen in consultation with an advisor to meet the student's career aims. A sequence of applied mathematics courses can be taken by students who wish to concentrate in computer science. Other departments of the college offer important related courses in information processing, social sciences, and the natural sciences that can be chosen for an interdisciplinary program strong in mathematics and related to another field of application.

Students preparing for graduate school have many options available to them. Two-semester sequences are offered in the important areas of algebra, real analysis, and geometry. The interested student may concentrate his work in those areas of mathematics that are essential for further study at the graduate level. In summary, the B.A. mathematics program is very flexible with many career options for the student.

Mathematics majors in the B.A. program are required to take the following courses: MA. 112, 113, 160, 212, 213, 220, and 260 plus seven mathematics elective courses at the MA. 303 level and above.

The Mathematics Department offers a sequence of courses leading to the B.S.E. degree for those students desiring to enter the teaching profession. The courses offered in the B.S.E. degree program are mathematically sophisticated and are also generally open to students pursuing the B.A. degree. These courses are designed to (1) provide preparation for teaching of all courses in the modern high school mathematics curriculum, (2) enable the student to develop basic understanding in many facets of mathematics, (3) provide adequate background in the "main stream" of contemporary mathematics so that the student can further explore areas of his own interest, and (4) provide the background necessary for the study of mathematics at the graduate level. In short, students who complete the teacher education major at M.S.C. are equipped to provide leadership in the teaching profession and to enjoy success in further study of mathematics in graduate schools commensurate with their abilities and interests.

Required mathematics courses for the B.S.E. degree in mathematics are: MA. 112, 113, 160, 212, 213, 220, 260, 321, 329, 380 plus four mathematics elective courses at the MA. 303 level and above.

If preparation in algebra and trigonometry is not adequate to permit the student to proceed immediately to Math. 112 Calculus I, he must complete Math. 102 Algebra and Trigonometry in addition to the courses listed in the required courses for the major.

A student wishing to transfer to Mansfield from another college should take the equivalent of as many as possible of the following courses during his freshman and sophomore years: MA 112, 113, 160, 212, 213, 220, and 260. If a transfer student has completed 12 credits of calculus and 3 additional credits of mathematics at the calculus level or above, he can proceed through the mathematics program at M.S.C. without loss of time.

COMPUTER SCIENCE EMPHASIS

By making appropriate use of his elective

hours, a student majoring in mathematics may emphasize computer science. Such a student should elect the following courses:

CIS 310 Intro to System Analysis
CIS 325 Operating abd Programming Systems
CIS 230 Language and Structure of Computers
MA 308 Optimization Techniques
MA 310 Numerical Analysis

Other appropriate courses may be elected from the following:

CIS 105 Programming and Information Processing
CIS 110 Intro to Accounting
CIS 225 Automated Accounting Systems
CIS 215 Managerial Accounting
CIS 480 Operations Research
MA 339 Differential Equations I
MA 340 Differential Equations II
MA 370 Applied Mathematics

The Department of Mathematics invites inquiries about these programs. Questions should be directed to:

Chairperson, Dept. of Mathematics, Mansfield State College, Mansfield, Pennsylvania.

COURSE OFFERINGS IN MATHEMATICS

MA. 101 FUNDAMENTAL CONCEPTS IN MATHEMATICS 3 (3-0-0) Fall and Spring

Set notation, operation on sets, relations, properties of relations, system of integers, prime numbers, division algorithm, greatest common divisor, least common multiple, absolute value, system of rational numbers, the number line, repeating decimals and square roots. No prerequisite.

MA. 102 ALGEBRA AND TRIGONOMETRY 3 (3-0-0) Fall and Spring

Algebraic equations and inequalities, functions and graphs, polynominal functions, trigonommetric functions and formulas, and expotential and logarithmic functions. No prerequisite.

MA. 103 MATHEMATICS OF FINANCE 3 [3-0-0] Fall

An introduction to topics in mathematics that relate directly to the business world. Interest, discount, compound interest, annuities, amortization, sinking funds, bonds, depreciation, capitalization, perpetuities. Prerequisite: One year of high school algebra.

MA. 105 INTRODUCTORY STATISTICS 3 (3-0-0) Fall and Spring

A survey of basic statistical methods for analyzing data. Topics include descriptive statistics, point estimation, linear regression, correlation, interval estimation and testing of hypotheses. Laboratory periods will be scheduled in the Statistics Laboratory, South Hall, Room 218. Actual experimental data from various sciences will be analyzed. No prerequisite.

MA. 107 INTRODUCTION TO COMPUTER PROGRAMMING 3 (3-0-0) Fall and Spring

Fundamentals of FORTRAN programming applied to the computer. Use of FORTRAN language to solve practical problems pertinent to science, business, and other disciplines. Laboratory includes use of key punch and the computer facilities. No prerequisite.

MA. 109 FINITE MATHEMATICS I 3 [3-0-0] Fall

An initial treatment of those topics in basic mathematics that are of special importance in the social and natural sciences. Topics included are logic, sets, and counting techniques, probability, mathematical models, linear equations and inequalities, introduction to linear programming. Prerequisite: One year of

high school algebra.

MA. 110 FINITE MATHEMATICS II 3 [3-0-0] Spring

A continuation of MA 109. Topics included are matrix algebra with applications, further techniques in linear programming, matrix applications to directed graphs, Markov chains, theory of games.

MA. 112 ANALYTIC GEOMETRY AND CALCULUS I 3 (3-0-0) Fall and Spring

The rate of change of a function, limits, derivatives of algebraic functions, applications and integration. Prerequisite: MA. 102 or equivalent.

MA. 113 ANALYTIC GEOMETRY AND CALCULUS II 3 (3-0-0) Fall and Spring

Applications of the definite integral, transcendental functions, hyperbolic functions, methods of integration and plane analytic geometry. Prerequisite: MA. 112.

MA. 160 INTRODUCTION TO APPLIED MATHEMATICS 3 (3-0-0) Spring

Basic concepts of applications and approximations of the ideas of limit, continuity, and differentiability. Also, the standard concepts in applied mathematics such as error analysis, polynominal interpolation, and solution of linear and non-linear equations. FORTRAN IV will be discussed as an aid investigating these areas. Prerequisite:MA. 112.

MA. 212 ANALYTIC GEOMETRY AND CALCULUS III 3 [3-0-0] Fall and Spring

Plane analytic geometry, polar coordinates, polar equations, plane areas in polar coordinates, parametric equations and vectors, quadric surfaces and vector functions and their derivatives. Prerequisite: MA. 113.

MA. 213 ANALYTIC GEOMETRY AND CALCULUS IV 3 [3-0-0] Spring

Partial differentiation with applications, multiple integrals with applications, cylindrical and spherical coordinates, infinite series, power series, indeterminate forms, complex numbers and functions. Prerequisite: MA. 212.

MA. 220 LINEAR ALGEBRA AND MATRIX THEORY 3 [3-0-0] Spring

An introductory study of geometric vectors and their basic properties in dimensions two and three and of their use in the theory of systems of equations. Emphasis will be placed on real vector spaces. Topics to be included are: geometry of vectors, matrix algebra and operations, solutions of general systems of linear equations, inversion of matrices, determinants, vectors and vector spaces, subspaces, linear independence, basis and dimension, linear transformations, characteristic roots and vectors and applications. Prerequisite: MA. 113.

MA. 260 INTRODUCTION TO ABSTRACT MATHEMATICS 3 [3-0-0] Fall

Foundations of mathematics, emphasizing fundamental concepts in abstract mathematics and deductive reasoning. Topics will include logic, sets, functions, relations, cardinality, number systems, abstract systems and topics from analysis. Prerequisite: MA. 112.

MA. 270 INFORMATION SCIENCE MATHEMATICS 3 [3-0-0] Fall

Applications of number systems, intermediate algebra, matrix methods and logic on the computer. Topics included are functions, linear and non-linear equations, matrix algebra involving applications, and computer logic consisting of such subjects as set theory, Boolean algebra, truth tables and their relationship to computer decision making. The

FORTRAN programming language will be used to illustrate these applications. Prerequisites: MA. 107 and MA. 102 or permission of the instructor.

ED. 300 TEACHING MATHEMATICS IN THE SECONDARY SCHOOL 3 [3-0-0] Spring

Consideration of the place and purpose of mathematics in secondary education; examination of curriculum problems; study of methods, techniques, and psychology in the teaching of algebra and geometry. Interpretation of the recommendations of the School Mathematics Study Group and similar committees. Prerequisites: MA. 321 and 329 or concurrently.

MA. 301 TOPICS IN GEOMETRY FOR ELEMENTARY TEACHERS 3 [3-0-0] Spring

A study of basic concepts and structure in geometry. Open only to elementary and special education majors. Prerequisite: MA. 101.

MA. 302 TOPICS IN ALGEBRA FOR ELEMENTARY TEACHERS 3 [3-0-0] Fall

This course incorporates those aspects of algebraic systems of particular importance to students majoring in elementary and special education. Topics included are review of the real number system and its subsystems, basic algebraic operations with real numbers, the complex number system, elementary number theory, and abstract algebraic structures (groups, rings, integral domains, fields, 2 by 2 matrices). Prerequisite: MA. 101.

MA. 303 PROBABILITY 3 [3-0-0] Spring, Odd-numbered Years

Set theory and logic, discrete sample spaces, definition of probability over sample spaces, and basic properties of probability. Counting methods, random variables, basic notions of sampling and statistics based on samples, and hypothesis testing. Prerequisite: MA. 102 or equivalent.

MA. 308 OPTIMIZATION TECHNIQUES 3 (3-0-0) Spring, Even-numbered Years

A study in the theory and applications of optimization theory, particularly in linear programming. Topics to be included are: the simplex method, convex sets, elementary aspects of the theory of games, and some approximation theory. Prerequisites: MA. 107 or MA. 160, and MA. 220.

MA. 310 NUMERICAL ANALYSIS 3 (3-0-0) Spring, Odd-numbered Years

A study of numerical methods for the solution of algebraic, transcendental and differential equations, numerical integration and differentiation, and error analysis. Prerequisite: MA. 212, MA. 107 or MA. 160.

MA. 315 REAL ANALYSIS I 3 (3-0-0) Fall, Even-numbered Years

The real number system. Emphasis on the concepts and theoretical approach to calculus: functions, sequences, series, limits, continuity, derivatives, the Riemann integrals and sequences of functions. Prerequisites: MA. 213 and MA. 260.

MA. 316 REAL ANALYSIS II 3 (3-0-0) Spring, Odd-numbered Years

A continuation of MA. 315. Prerequisite: MA. 315.

MA. 318 COMPLEX VARIABLES 3 (3-0-0) Fall, Odd-numbered Years

A first course in complex variables. Complex numbers, analytic functions, elementary functions, mappings by elementary funtions, integrals, power series, residues, poles, conformal mappings. Prerequisite: MA. 213.

MA. 320 BOOLEAN ALGEBRA AND SYMBOLIC LOGIC 3 (3-0-0)
Spring, Even-numbered Years

Basic symbolic logic tautologies, rules of inference, quantifiers, formal and informal proof, and theory definition. Also latices, Boolean algebra and applications. Prerequisite: MA. 213.

MA. 321 MODERN ALGEBRA I 3 (3-0-0)
Fall

Sets, rings, integral domains, fields, groups, polynominals, congruences, algebra of classes, mappings, homomorphisms and isomorphisms. Prerequisite: MA. 213.

MA. 322 MODERN ALGEBRA II 3 (3-0-0)
Spring, Even-numbered Years

A continuation of MA. 321 consisting of a more detailed study of groups, rings, ideals, fields and selected topics. Prerequisite: MA. 321.

MA. 325 NUMBER THEORY 3 (3-0-0)
Fall, Odd-numbered Years

An analytical study of basic concepts including divisibility, congruence, quadratic reciprocity and Diophantine equations. Varied methods of proof are stressed. Prerequisites: MA. 260 and MA. 113.

MA. 329 MODERN GEOMETRY I 3 (3-0-0)
Fall

An introduction to the foundations of geometry with emphasis on the axiomatic development of the Euclidean system. Prerequisite: MA. 260.

MA. 330 MODERN GEOMETRY II 3 (3-0-0)
Spring, Odd-numbered Years

The foundations of geometry with emphasis on non Euclidean axiomatic structures. Prerequisite: MA. 329 or by permission of the instructor.

MA. 339 DIFFERENTIAL EQUATIONS I 3 (3-0-0)
Fall, Odd-numbered Years

Ordinary differential equations, exact equations, integrating factors, differential equations of the first order and first degree, differential equations of the first order and degree higher than first, homogeneous linear differential equations with constant coefficients and applications. Laplace transforms and existence theorems. Prerequisite: MA. 213 or concurrent enrollment.

MA. 340 DIFFERENTIAL EQUATIONS II 3 (3-0-0)
Spring, Even-numbered Years

Series solutions to ordinary differential equations, solutions of partial differential equations and boundary value problems, Laplace transforms, and Fourier series. Prerequisites: MA. 339 and MA. 213 or concurrent enrollment.

MA. 350 MATHEMATICAL STATISTICS I 3 (3-0-0)
Fall, Even-numbered Years

Distributions of discrete and continuous random variables, expected values and moments, conditional probability and independence, special discrete and continuous distributions. Prerequisite: MA. 213 or concurrent enrollment.

MA. 351 MATHEMATICAL STATISTICS II 3 (3-0-0)
Spring, Odd-numbered Years

Interval estimation, order statistics, point estimation, tests of hypotheses. Prerequisite: MA. 350.

MA. 360 TOPOLOGY 3 (3-0-0)
Spring, Even-numbered Years

An introductory course in point-set topology. Set theory, metric spaces, topological

spaces, connectedness and compactness. Prerequisites: MA. 113 and MA. 260.

MA. 370 APPLIED MATHEMATICS 3 (3-0-0) Fall, Even-numbered Years

A course to illustrate the principles and basic styles of thought in solving physical problems by mathematical methods. Particle dynamics, heat and fluid flow, wave equations, vector, Fourier and tensor analysis. Prerequisite: MA. 212 and MA. 220 or permission of instructor.

MA. 380 HISTORY AND PHILOSOPHY OF MATHEMATICS 3 (3-0-0) Spring

A study of the chronological development of facets of mathematics that have contemporary importance. The historical and philosophical background of each facet is integrated with experience in mathematical study and application. Emphasis is placed on great contributors of methematics, their contributions, and their methods of reasoning. Prerequisite: MA. 260.

MA. 401 SELECTED TOPICS IN MATHEMATICS 3 (3-0-0) Fall, Odd-numbered Years

Selections from Topology, Algebra, Real Analysis, Matrix Theory or other senior level topics. Active participation by the student in problem solving and theory development is required. Prerequisite: Permission of instructor.

MA. 402 SEMINAR IN MATHEMATICS 3 (3-0-0) Fall, Even-numbered Years

Papers from the American Mathematical Monthly, comparable journals, and various advanced references will be presented and discussed by the students. Continuous reading and participation will be required. Prerequisite: Permission of the instructor.

MA. 497 INDEPENDENT STUDY

[See page 43 for course description.]

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The Bachelor of Science degree in Music Education is designed to develop public school music teachers who are intelligent and competent musicians, well-trained and competent educators, and well-informed citizens. Although the program is general in nature, preparing the graduate to teach both vocal and instrumental music at all levels of the public school, opportunity is given the individual student to specialize in either vocal of instrumental area, thereby meeting the need of the public school systems in their demand for specialization. The program attempts to provide a balance between general education, the intensive training necessary to develop a professional musician, and the background of professional study and experience necessary for entering the field of education in today's society.

BACHELOR OF MUSIC

The Bachelor of Music degree provides the initial collegiate study for the development of the skills, concepts, and sensitivity essential to the preparation for the professional life of a musician. After successfully completing the degree, the graduate will have completed an important step in his development as a performer, composer, and/or as a teacher in the area of his particular major competency. The program does not result in certification to teach in public schools, although by extending study beyond the normal eight semesters and by careful advisement, certification may be secured.

Bachelor of Music candidates may major in piano, organ, voice, string instruments, woodwind instruments, brass instruments, percussion, music history and literature, or music theory.

The Bachelor of Music program is intended for students of superior musical ability. All

applicants must demonstrate a high level of proficiency in performance, and accordingly will be required to pass an entrance audition in their major applied area. In addition to the audition, all applicants will be required to pass entrance examinations in ear training and elementary theory. General scholarship, health, character requirements will be in accordance with existing college admissions policies.

Students who wish to enter the B.M. degree program with advanced standing from other programs at Mansfield State College will be expected to demonstrate the competencies and proficiencies which are appropriate to the level of the particular program for which they wish to be considered.

BACHELOR OF ARTS

The Bachelor of Arts degree with a major in Music is designed to provide liberal education and a musical background sufficient for entering those occupations allied to the musical world. For those who are not vocationally oriented, it provides an education in music sufficient for the enrichment of life which such knowledge of art can bring.

SPECIAL ADMISSIONS REQUIREMENTS

All applicants for a music degree, once they have satisfied the requirements for general college admission, must take an audition for acceptance into the music degree program. Acceptance is based upon a demonstration of both musical aptitude and musical accomplishment.

Musical aptitude is judged by —

1. The ability to sing in tune.
2. Rhythmic responsiveness.
3. Adequate melodic and rhythmic memory.

Musical accomplishment is measured by —

1. Sufficient proficiency on either Voice, Piano, Organ, Violin, Cello, Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Horn, Rrombone, Baritone, Tuba, or Percussion to study standard literature. **Voice majors** should choose songs from standard vocal repertoire, chosen to display vocal potential as to range, voice quality, and interpretive ability. **Instrumental majors** should be prepared to play one or two compositions from standard literature showing contrasting styles plus selected scales and and arpeggios. Sight reading is an integral part of each audition.

2. The ability to sing at sight a simple folk song type melody.

3. The ability to sing alto, tenor, or bass part to a song equal in difficulty to "America".

4. The ability to play piano music, at sight, of the degree of difficulty of the first book of a standard graded course of piano instruction.

5. A working knowledge of the fundamentals of music theory such as scales, key and time signatures, and the terms and symbols of music notation.

Applicants who show superior qualifications on their major instrument may be accepted with a deficiency in one of the other areas, but will be expected to remove the deficiency within one school year.

Special permission to audition by a tape recording may be granted in special circumstances where long travel or personal hardship is involved. For information concerning this type of audition, contact the Chairperson of the Music Department.

Transfer Students

Due to the time sequence necessary for the development of skills required by the music curriculum, students transferring into music are advised to transfer as early as possible.

Otherwise, it becomes increasingly difficult to complete the curriculum within the normal four-year span of time.

Transfer credits in the music area must be validated by examination before they may be accepted for transfer. This is to insure that the student is capable of successfully completing the remaining courses which will be required of him/her.

COURSE OFFERINGS IN MUSIC

Theory Area

MUS. 111 BASIC MUSIC I
3 (2-2-0) Fall

Development of vocabulary; study of modes, scales, harmonic, rhythmic, and compositional techniques. Supportive examples selected from all periods of music. Sight Singing and dictation.

MUS. 112 BASIC MUSIC II
3 (2-2-0) Spring

Continuation of Basic Music I. Analysis and creative projects involving Baroque practices of figured bass, functional harmony, modulation, and altered chords.

MUS. 213 BASIC MUSIC III 3 (3-2-0)
Fall, First Summer Session

A study of more elaborate harmonic and formal structures. Examination of macro-micro elements in relation to performance practices. Creative and analysis projects based on fugal style, rondo and sonata form, and the art song.

MUS. 214 BASIC MUSIC IV 3 (3-2-0)
Spring, Second Summer Session

Examination of contemporary techniques. Examples selected from Debussy to post-1950. Creative projects involving the whole tone and twelve-tone scales, also, aleatoric and electronic compositions. Sight singing and dictation to include atonal pitch sets.

MUS. 311 ORCHESTRATION 2 (2-1-0)
Fall, Spring, Summer

Characteristics of orchestral instruments; scoring for various instrumental groups. Prerequisite: MUS. 214 or permission of instructor.

MUS. 315 ADVANCED HARMONY
3 (3-0-0) Fall or Spring

Harmonic techniques of the late nineteenth and early twentieth centuries; interrelationship of harmonic vocabulary and musical form. Prerequisite: MUS. 214.

MUS. 316 COUNTERPOINT 3 (3-0-0)
Fall or Spring

A study of the contrapuntal style of the late 17th and early 18th centuries. Prerequisite: MUS. 214.

MUS. 417 COMPOSITION 3 (2-1-0)
Fall and Spring

Contemporary techniques of musical composition; emhasis on creative work. Prerequisite: MUS. 315 or MUS. 316.

History and Literature Area

MUS. 100 INTRODUCTION TO MUSIC
3 (3-0-0) Fall, Spring, Summer

A study of the principal musical media, of the most basic musical materials with which composers have worked, and a brief survey of the most important and most popular compositions from the time of the early Baroque to the present. Designed for the non-music major.

MUS. 122 CLASSIC AND ROMANTIC MUSIC
2 or 3 (2-0-1) Fall

An historical survey of Western European and Early American musical literature and musical styles of the Classic and Romantic Era.

MUS. 123 POST ROMANTIC AND 20th CENTURY MUSIC 2 or 3 (2-0-1) Spring

An historical survey of Western European and American musical literature and musical styles beginning with the post-Romantic era through main currents of 20th-century composition, and concluding with an examination of contemporary styles. Prerequisite: MUS. 122 or permission of the instructor.

MUS. 222 MEDIEVAL AND RENAISSANCE MUSIC 2 or 3 (2-0-1) Fall

An historical survey of Western European musical literature and musical styles beginning with the early Christian era through the Renaissance. Prerequisite: MUS. 122 or permission of the instructor.

MUS. 223 BAROQUE MUSIC 2 or 3 (2-0-1) Spring

An historical survey of Western European musical literature and musical styles of the Baroque Era. Prerequisite: MUS. 122 or permission of the instructor.

MUS. 224 INTRODUCTION TO JAZZ 3 [3-0-0] Fall and Spring

A study of the evolutionary history of Jazz from the earliest African and European influences to the present. An emphasis will be placed on listening experiences and developing an awareness of the unique role of Jazz in American culture. Open to all students.

MUS. 269 COLLEGIUM MUSICUM 0 (0-0-1) Fall and Spring

Discussion and informal performance of music from the beginning of the Christian era to the present day, with special emphasis on works for small vocal, instrumental, and mixed ensembles. Authentic early instruments are used. Intended primarily as a complementary activity for students in music history classes, but open to all interested and qualified students.

MUS. 321 PIANO LITERATURE I 2 (2-0-0) Fall

A detailed study of the literature of the piano from the keyboard works of the late Renaissance through the piano works of the 18th century.

MUS. 322 PIANO LITERATURE II 2 (2-0-0) Spring

A detailed study of the literature of the piano from the 19th century to the present day.

MUS. 421 AMERICAN MUSIC 3 (3-0-0) Fall or Spring, Alternate Years

The historical background and development of music in the United States from Colonial times to the present. A study of the principal composers and their music. Reading, research and listening emphasized.

MUS. 422 THE SYMPHONY 3 (3-0-0) Fall or Spring, Alternate Years

A study of orchestral music from its beginning. The Mannheim composers, the Viennese classics, the Romanticists and contemporary developments. Works will be analyzed and their historical, cultural and philosophical backgrounds discussed.

MUS. 423 THE CONCERTO 3 (3-0-0) Fall or Spring, Alternate Years

A study of the concerto form with emphasis upon the development of the form and the stylistic contribution of the great masters. Representative works will be studied in score and recordings.

MUS. 424 ADVANCED MUSIC LITERATURE 3 (3-0-0) *

Intensive study of selected choral, solo, chamber and orchestral masterpieces; empha-

sis on formal and stylistic developments.

MUS. 425 CONTEMPORARY MUSIC
3 (3-0-0)
Fall or Spring, Alternate Years

A survey of the styles, forms, and musical techniques of contemporary music.

MUS. 426 INTRODUCTION TO ETHNOMUSICOLOGY 3 (3-0-0) *

A definition of the discipline, its history and objectives will be followed by a thorough discussion of the basic descriptive and analytical procedures, bibliography, and techniques.

Conducting Area

MUS. 131 EURHYTHMICS I 1 (0-0-2) Fall

Laboratory experience in rhythmic movement to develop skill and greater perception of rhythms most frequently encountered. The Jacques-Dalcroze philosophy is followed.

MUS. 132 EURHYTHMICS II
1 (0-0-2) Spring

Continuation of MUS. 131. Designed to develop greater sensitivity to and awareness of the nuances of dynamics and rhythm. Prerequisite: MUS.131.

MUS. 331 CHORAL CONDUCTING
2 (2-1-0) Fall and Spring

Designed to prepare the future music educator for the responsibilities of organizing, teaching, and conducting choral organizations of varying levels of achievement, particularly those of the junior and senior high school age groups. Actual experience in conducting the class as a choral organization is an integral part of the course. Prerequisite: MUS. 112.

MUS. 332 INSTRUMENTAL CONDUCTING
2 (2-1-0) Fall and Spring

Preparation for conducting instrumental groups with particular emphasis on individual development of communicative and control techniques of conducting motions as well as rehearsal is provided through the conducting of a laboratory band and orchestra. Video-taping is utilized extensively with each individual. Prerequisite: MUS. 112.

Music Education Area

MUS. 381 MUSIC IN THE ELEMENTARY SCHOOL 2 (2-0-1)
Fall and Spring

A study in teaching the elements of music through musical activities emphasizing the discovery approach. The course includes a survey of current appropriate materials and observation/participation in area elementary schools. Prerequisite: MUS. 112.

MUS. 382 MUSIC IN THE SECONDARY SCHOOL 2 (2-1-0) Fall and Spring

A study in teaching musical concepts, knowledge, and skills in music classes and activities of the secondary school, grades 7-12, with emphasis on vocal music and general music classes. Development of a basic philosophy of music education at the secondary level. Prerequisite: MUS. 112.

MUS. 383 INSTRUMENTAL MUSIC IN PUBLIC SCHOOLS 2 (2-1-0)
Fall, Spring, Summer

Study of a suitable instrumental program for a public school system with particular attention to the class teaching techniques of various instruments. Problems of organization and administration of such a program; survey and examination of available instrumental instructional material. Prerequisite: MUS. 112.

MUS. 440 CREATIVE MUSIC DRAMA
2 (2-0-1) *

A study of the techniques necessary to

direct and stage music drama in school and community; setting up a production staff, proper rehearsal methods, public relations aspects. Creating music drama from existing musical productions.

MUS. 480 MUSIC WITH THE HANDICAPPED
3 (3-0-0) Fall and Spring

An interdisciplinary approach to the use of music with the mentally retarded, the physically handicapped, and pupils having behavioral disorders, with specific focus on social and educational goals. Theories of the effects of music on behavior. Musical materials and their use. Practice in organizing and presenting projects based on these theories and materials. Varied lab experiences in musical learnings. Visits and mini-participations in actual situations as a functional part of the course.

MUS. 484 PIANO PEDAGOGY
2 (2-0-1) Fall and Spring

Study of procedures for class and individual instruction; emphasis upon the ear approach as the basis for reading, true musical perception and intelligent understanding of the printed page; examination and evaluation of materials suitable for the first years of piano study. Prerequisite: permission of the instructor.

MUS. 485 MARCHING BAND TECHNIQUES
2 (2-0-1) Fall and Spring

A detailed study of the marching band including philosophy, styles, charting, music, materials, instrumentation, administration, and contemporary techniques.

MUS. 486 DICTION FOR SINGERS
3 [2-1-0] Annually

A study of a systematic approach to pronunciation in solo and choral literature in English, Italian and Latin, French, and German. The International Phonetic Alphabet will be used with emphasis on those elements of pronunciation which require modification from spoken to singing language. Will include listening, class performance, and teaching experiences. Open to graduates and undergraduates.

ED. 400 STUDENT TEACHING 12
Fall and Spring

Practice teaching under supervision of master teachers. Required of all students working for a degree in teacher education or for certification to teach music in the public schools of Pennsylvania.

Research and Honors Area

MUS 497 INDEPENDENT STUDY
[See page 43 for course description.]

Applied Music Area

Applied music in the curriculum serves two purposes: (1) developing the student's musicianship through technical mastery of his major performing medium, and (2) providing him as a prospective teacher with the knowledge and techniques of various media needed for conducting an effective music program in the public schools.

Private study may be pursued in the following performance media: voice, piano, organ, harpsichord, violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, baritone, tuba, percussion. For specific curricular requirements, consult the Chairman of the Music Department.

APMU 011 PIANO CLASS 0 (0-0-2) *

Remedial piano study for those unable to meet entrance requirements. Subject to availability of staff.

APMU 101 VOICE CLASS I
1 (0-0-2) Fall

Development of proper vocal production, poise and confidence in solo singing. Remedial work for individual problems.

APMU 102 VOICE CLASS II
1 (0-0-2) Spring

Continuation of Voice Class I. Prerequisite: AMPU 101.

APMU 111 PIANO CLASS
1 (0-0-2) Fall and Spring

Designed for those who have met entrance requirements but are at an elementary stage of development. Functional piano study preparatory to meeting proficiency requirements of the music education curriculum.

APMU 113 KEYBOARD SKILLS I
1 [0-0-1]

Intensive work in accompanying melodies in major and minor keys, with beginning work in modal harmony. Development of varied accompanimental styles, improvisation, command of functional harmony, "playing by ear," transposition, sight reading melodies from elementary music series, and harmonizing these melodies at sight.

APMU 114 KEYBOARD SKILLS II
1 [0-0-1]

Continuation of Keyboard Skills I. More complex accompanimental styles, secondary dominant chords, improvisation, transportation, "playing by ear," modulatory techniques, sight reading from junior high music series, sight reading melodies supplying appropriate accompaniment. Prerequisites: Keyboard Skills I or equivalent.

APMU 130 FLUTE CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to give the fundamental principles and techniques necessary for playing and teaching the flute; study of the literature appropriate for beginning class instruction.

APMU 132 CLARINET CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to give the fundamental principles and techniques necessary for playing and teaching the clarinet; study of the literature appropriate for beginning class instruction.

APMU 133 DOUBLE REED CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall and Spring

Fundamental principles and techniques for playing and teaching oboe and bassoon; making and adjusting of double reeds; study of the literature appropriate for beginning class instruction. Prerequisite: Previous woodwind experience.

APMU 134 ADVANCED WOODWIND CLASS
1 [0-1-0]

Instruction in woodwind instruments will be given on a level beyond that of the beginning courses. Students will be introduced to more scales, more advanced work with embrochure, tone, tonguing, in addition to suitable literature for the various instruments as reflected by the skill and advancement of the students.

APMU 140 TRUMPET CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to acquaint students with the techniques of trumpet playing and teaching. Emphasis upon development of teaching ability.

APMU 141 Horn Class
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Fundamental principles and techniques for playing Horn.

APMU 142 TROMBONE CLASS
1 ($\frac{1}{2}$-$\frac{1}{2}$-0) Fall, Spring, Summer

Designed to acquaint students with the techniques of trombone playing and teaching. Emphasis upon development of teaching knowledge.

APMU 143 ADVANCED BRASS CLASS
1 [0-1-0]

Instruction in Brass instruments will be given on a level beyond that of the beginning courses. Students will be introduced to scales in various articulations and ranges, more advanced technical work and styles, in addition to suitable literature for the various instruments as reflected by the skill and advancement of the students.

APMU 151 STRING CLASS I
1 (1-1-0) Fall

Designed to acquaint the non-string player with the basic elements of stringed instrument playing. Students learn to play the various instruments, not only learning the fundamentals of correct playing, but becoming familiar with some of the problems of class instruction found in typical elementary school string classes.

APMU 152 STRING CLASS II
1 (1-1-0) Spring

Continuation of String Class I. Students are expected to specialize on violin, viola, cello or bass. Keys up to four sharps and two flats are presented with corresponding fingering problems. Bass players introduced to various positions; cello students learn extended second finger pattern. Various stacato bowing patterns introduced; violin and viola students practice simple third position exercises. Principles of vibrato presented.

APMU 153 ADVANCED STRING CLASS I
1 [0-1-0]

Instruction in stringed instruments will be given on a level beyond that of the beginning courses. Students will be introduced to scales in various positions, more advanced work with the various staccato and spiccato bowings, in addition to suitable literature for the various instruments as reflected by the skill and advancement of the students.

APMU 160 PERCUSSION CLASS
1 (½-½-0) Fall, Spring, Summer

Study of the characteristics of the various percussion instruments; performance techniques; development of performing ability necessary to teach the percussion instruments at the elementary and secondary level of instruction.

APMU 161 ADVANCED PERCUSSION CLASS
1 [0-1-0]

Instruction in percussion instruments will be given on a level beyond that of the beginning courses. Students will be introduced to more advanced work with the various percussion instruments in addition to suitable literature for the various instruments as reflected by the skill and advancement of the students.

APMU 200 VOICE 1 (½ hr. lesson)

APMU 300 VOICE 2 (1 hr. lesson)

APMU 210 PIANO 1 (½ hr. lesson)

APMU 310 PIANO 2 (1 hr. lesson)

APMU 211 HARPSICHORD 1 (½ hr. lesson)

APMU 311 HARPSICHORD 2 (1 hr. lesson)

APMU 220 ORGAN 1 (½ hr. lesson)

APMU 320 ORGAN 2 (1 hr. lesson)

APMU 230 FLUTE 1 (½ hr. lesson)

APMU 330 FLUTE 2 (1 hr. lesson)

APMU 231 OBOE 1 (½ hr. lesson)

APMU 331 OBOE 2 (1 hr. lesson)

APMU 232 CLARINET 1 (½ hr. lesson)

APMU 332 CLARINET 2 (1 hr. lesson)

APMU 233 BASSOON 1 (½ hr. lesson)

APMU 333 BASSOON 2 (1 hr. lesson)

APMU 234 SAXOPHONE 1 (½ hr. lesson)

APMU 334 SAXOPHONE 2 (1 hr. lesson)

APMU 240 TRUMPET 1 (½ hr. lesson)

APMU 340 TRUMPET 2 (1 hr. lesson)

APMU 241 HORN 1 (½ hr. lesson)

APMU 341 HORN 2 (1 hr. lesson)

APMU 242 TROMBONE 1 (½ hr. lesson)

APMU 342 TROMBONE 2 (1 hr. lesson)

APMU 243 BARITONE 1 (½ hr. lesson)

APMU 343 BARITONE 2 (1 hr. lesson)

APMU 244 TUBA 1 (½ hr. lesson)

APMU 344 TUBA 2 (1 hr. lesson)

APMU 250 VIOLIN 1 (½ hr. lesson)

APMU 350 VIOLIN 2 (1 hr. lesson)

APMU 251 VIOLA 1 (½ hr. lesson)

APMU 351 VIOLA 2 (1 hr. lesson)

APMU 252 CELLO 1 (½ hr. lesson)

APMU 352 CELLO 2 (1 hr. lesson)

APMU 253 BASS 1 (½ hr. lesson)

APMU 353 BASS 2 (1 hr. lesson)

APMU 254 HARP 1 (½ hr. lesson)

APMU 260 PERCUSSION 1 (½ hr. lesson)

APMU 360 PERCUSSION 2 (1 hr. lesson)

For Bachelor of Music Porgram only:

APMU 400 VOICE 4 (1 hr. lesson)

APMU 410 PIANO 4 (1 hr. lesson)

APMU 420 ORGAN 4 (1 hr. lesson)

Ensembles

Membership in musical ensembles is open to all qualified students regardless of curriculum. Auditions are required for proper placement. Except for Bachelor of Music candidates, academic credit is not given, but membership is required in certain ensembles for students following a music curriculum. For specific requirements consult the Chairperson of the Music Department.

ENMU 150 BAND I (Concert Wind Ensemble)
A highly select concert band of 48 woodwind, brass and percussion players selected by audition at the beginning of each semester. In addition to presenting concerts on campus, the Wind Ensemble takes an annual three day tour.

ENMU 151 BAND II (Symphonic Band)
Formed after the marching season, this band is composed of approximately 60 members selected by audition. The Symphonic Band studies a wide variety of band literature and presents concerts on campus.

ENMU 152 BAND III (Varsity Band)
Formed after the marching season, this band offers an opportunity for those musicians with more limited ability to participate in a concert organization. It is open to anyone on campus without audition. Concerts are given each semester.

Mountie Marching Band

During the football season the Mountie Marching Band combines the Symphonic Band and the Varisity Band personnel plus any other

students who wish to be in the organization. The Mountie Band is a 218 member organization that performs for all home football games and some off-campus games. The Mountie Band also performs for professional football games if they can be fit into the band's schedule. Open to anyone on campus without audition.

ENMU 153 ORCHESTRA I
(College-Community Symphony)
Provides an opportunity to participate in the performance of standard symphonic literature. The orchestra presents a concert each semester, accompanies outstanding student soloists, participates in the annual choral festival, and takes a two-day tour each year.

ENMU 154 ORCHESTRA II
(Training Orchestra)
A string orchestra which provides orchestral training experience for non-string students who have completed two semesters of string class. It offers talented students string experiences which may enable them to develop their potential for use in Orchestra I, Chamber ensembles, as a new minor, or as a new personal interest.

ENMU 156 CHORUS I (Concert Choir)
Membership is limited to 48 voices. In addition to presenting a concert each semester and joining with the other chourses for an annual choral festival, the Choir takes an annual tour of two or three days.

ENMU 157 CHORUS II (Festival Chorus)
A mixed chorus of sophomore, junior, and senior students providing opportunity for experience with and study of great choral literature. The Chorus presents a concert each semester and joins with the other choruses for an annual choral festival.

ENMU 158 CHORUS III
(Freshman Chorus)
A mixed chorus required of all Freshmen in the music education curriculum. The Chorus presents a concert each semester and joins with the other choruses for an annual choral festival.

ENMU 160 PIANO ENSEMBLE
Study and performance of two-piano and four-hand literature, chamber music: sonatas and trios. Accompaniment of standard instrumental and vocal literature.

ENMU 161 PERCUSSION ENSEMBLE
Study and performance of representative works for all combinations of percussion instruments.

ENMU 162 OPERA WORKSHOP
Study and performance of operatic and musical comedy scenes chosen according to the abilities of the students in the workshop. Full-scale musical comedy productions done in conjunction with the Department of Speech Communication and Theatre. Students will be given the opportunity, under supervision, to perform in, musically-direct, coach, accompany, conduct, and stage-direct various scenes.

ENMU 163 WOODWIND ENSEMBLE
Study and performance of representative works for various woodwind ensembles. One woodwind quintet and one sax quartet take an annual tour.

ENMU 164 BRASS ENSEMBLE
Study and performance of representative works for various combinations of brass instruments.

ENMU 165 THE MANSFIELDIANS
A vocal chamber ensemble selected by audition to sing a lighter repertoire often in the area of jazz vocal music.

ENMU 166 CONCERT JAZZ ENSEMBLE
The Esquires stage band is both a professional and instructional activity. The 23 member group performs several times each year on campus as well as taking an annual tour each year and performing concerts off-campus. Membership is by audition.

ENMU 167 HORN ENSEMBLE
Study and performance of representative works for various sized horn ensembles.

ENMU 168 STRING ENSEMBLE
Study and performance of standard literature for various types of string ensembles.

ENMU 169 CHAMBER SINGERS
A vocal chamber ensemble selected by audition to perform the specialized repertoire of the vocal chamber medium. Concerts are given at the College and off-campus by request.

In a technologically oriented world, an enlightened society requires more than impressive machines to achieve the good life. It requires people whose powers of reasoning enable them to make intelligent and sensitive choices about their lives. Philosophy is geared to address such needs. Philosophy is neither a body of established facts nor a group of dogmatic truths, but a set of skills which may sharpen an individual's powers to think more critically about the basic beliefs of his world. By helping students recognize and appreciate the major problematics and ideas with which the discipline has been traditionally concerned, philosophy develops one's ability for logical reasoning and analysis, tools latent within every person's mental capacities, and it provides a background to help all students to understand and evaluate intelligibly their contemporary world with its own, complex problems.

The Department of Philosophy currently offers a major program leading to the B.A. degree in philosophy. It offers a sound foundation for graduate studies both in philosophy and in other professions,especially law, business, and management, as well as in any career program interested in individuals who can think logically (e.g. computer science). A B.A. degree in philosophy also offers an excellent basis for students interested in religious studies and the ministry.

The major program requires 30 semester hours of philosophy courses beyond Philosophy 201. Required in these 30 hours are Philosophy 310, "Classical Greek Philosophy," Philosophy 320, "Philosophy of the Middle Ages," Philosophy 330, "The Foundations of Modern Philosophy," and Philosophy 340, "Contemporary Philosophy." Any other philosophy courses will satisfy the remaining hour requirements. Majors considering graduate studies in philosophy are strongly advised to acquire elementary reading facility in French or German. It is also suggested that majors take related courses outside the department pertaining to their specific areas of philosophical interest. A non-major emphasis in philosophy consists in any combination of 15 hours in philosophy.

COURSE OFFERINGS IN PHILOSOPHY

PHIL. 201 INTRODUCTION TO PHILOSOPHY 3 (3-0-0) Fall, Spring, Summer

A discussion of the major issues which have plagued philosophers through the centuries. Beginning with the Greek ideals of Plato and Aristotle and working through the Middle Ages and Renaissance to our contemporary situation, the course will focus on questions regarding the meaning of reality, the constitution of a morally good life, the existence of God, and the value of artistic expression.

PHIL. 220 EASTERN APPROACHES TO REALITY 3 [3-0-0] Fall or Spring, Alternate Years

A philosophical presentation of the beliefs, doctrines, and observances of the major religions of the world, leading to a better understanding of various cultures. Discussions will center around Hinduism, Zoroastrianism, Taoism, Buddhism, Confucianism, Islam, and Zen Buddhism. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 230 INTRODUCTION TO LOGIC 3 (3-0-0) Fall or Spring

A study of the principles of deductive and inductive thinking and of experimental inference; examination of reasoning as applied in specific areas of inquiry -- history, ethics, astronomy, physics, etc. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 240 ETHICS 3 (3-0-0) Fall or Spring, Alternate Years

An examination of moral principles and their application; analysis of problems encountered in individual and group efforts to realize meaningful social standards and the "good life". Prerequisite: Phil. 201 or permission of instructor.

PHIL. 270 EXISTENTIALISM 3 (3-0-0) Fall or Spring

An analysis of contemporary philosophical trends to stress the unique in man and his value as an individual. Examination of existentialist themes will center upon freedom, committment, self-determination, and authenticity. Emphasis will be placed upon the writings of Kierkegaard, Nietzsche, Heidegger, and Sartre. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 280 PHILOSOPHICAL PROBLEMS WITHIN WESTERN RELIGIOUS THOUGHT 3 (3-0-0) Fall or Spring, Alternate Years

An analysis of the validity and presuppositions of experiential and rational ways of proving the existence of God, of the faith-reason dichotomy, and of the "God is dead" movement. An examination of the logical structure of religious language. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 302 PHILOSOPHY OF SCIENCE 3 (3-0-0) Fall or Spring, Alternate Years

A study of the logical grounds of scientific discovery. Designed for the non-science student as well as the specialist, the course will focus on such concepts as theory, fact, and observation in addition to the notions of scientific revolution and progress. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 303 THEORIES OF MIND AND KNOWLEDGE 3 (3-0-0) Fall or Spring, Alternate Years

A study of philosophical theories involved in man's awareness of the world and in his self-understanding. Concepts like belief, truth, intelligence, imagination, perception, appearance, and reality will be discussed as well as philosophical problems raised by recent theories of human behavior in psychology and the social sciences. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 310 CLASSICAL GREEK PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A detailed analysis of the writings of one or more of the classical Greek thinkers. Such philosophers as Plato, Aristotle, Heraclitus, Parmenides, and Plotinus will be discussed. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 311 AMERICAN PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the main schools of American philosophic thought, especially the pragmatic. Contemporary as well as classical figures in American philosophy will be discussed. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 312 AESTHETICS 3 (3-0-0)
Fall or Spring, Alternate Years

A detailed survey of both classical and modern aesthetic theories along with a criticism of each. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 315 POLITICAL AND LEGAL PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A study of some of the philosophical concepts at play in recent political and legal situations, such as justice, treason, civil disobedience, revolution, and violence. Attention will also be focused on the philosophy of law and the role of education in the achievement of social ends. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 320 PHILOSOPHY OF THE MIDDLE AGES 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the thinking of the major philosophers of the Middle Ages, especially Augustine, Aquinas, Abelard, Ockham, and Duns Scotus. Issues as the relation between faith and reason, the existence of universals, and the proofs for God's existence will be discussed. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 330 FOUNDATIONS OF MODERN PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

A study of the speculative thought of the early modern scientists whose investigations culminated in the development of the modern scientific method. Emphasis will be placed on the writings of Hobbes, Locke, Berkeley, Hume, Descartes, Leibniz, Spinoza, Kant, and Hegel. The mind-body problem, the status of ideas, the nature of perception, and other issues of rationalism and empiricism will be analyzed. Prerequisite: Phil. 201 or permission of the instructor.

PHIL. 340 CONTEMPORARY PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An analysis of the defining features of major contemporary philosophical movements, with attention given primarily to logical positivism, linguistic-analytic philosophy, phenomenology, existentialism, and pragmatism. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 385 LINGUISTIC ANALYSIS 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the logical structures of descriptive and non-descriptive linguistic activities. Emphasis will be placed upon the picture theory of representational language as presented in Ludwig Wittgenstein's **Tractatus Logico-Philosophicus**. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 410 TWENTIETH-CENTURY ANALYTIC PHILOSOPHY 3 (3-0-0)
Fall or Spring, Alternate Years

An examination of the major works of thinkers who gave impetus to the analytic (linguistic) movement of philosophy. Such

questions will be discussed as: Can you be sure there is a physical world; can you prove it; can you know there are minds other than yours; what kind of knowledge, if any, do the senses give us; and how does the philosopher try to dissolve problems rather than solve them? Prerequisite: Phil. 201 or permission of instructor.

PHIL. 490 SEMINAR IN PHILOSOPHY
1-3 (1-3-0-0) *

A supervised study into a specialized problem in philosophy or into the writings of a specific philosopher or philosophic movement. Prerequisite: Phil. 201 or permission of instructor.

PHIL. 497 INDEPENDENT STUDY
[See page 43 for course description.]

The Bachelor of Arts program in physics is designed around a core curriculum of required physics and mathematics courses. Additional requirements depend of the career orientation of the individual. With theis broad liberal arts education, the physics major can continue his education in such areas as bio-physics, operations research, technical sales and marketing, oceanography, industrial and federal management and of course, the research physicist of the Masters and Ph.D. level.

Physics majors are required to take the following courses: Math. 112, 113, 212, 213, 339, plus 1 elective mathematics course; Physics 188, 211, 212, 311, 315, 316 plus 6 elective physics courses at the 300 or 400 level.

For students intending to pursue graduate work in physics, it is advisable to take additional courses in physics and mathematics beyond the minimum requirements. Students intending to pursue careers in physics-related professions should select electives that will best prepare them for their chosen careers.

Secondary education physics majors are required to complete the following: Math. 112, 113, 212, 213; Physics 188, 211, 212, 311, 315, 316 and one elective physics course at the 300 or 400 level.

This minimal core-curriculum allows the student to broaden his science background along with other interests and according to relevant topics of the times.

Physics/Mathematics

The requirements for this combined major are the following: Math. 112, 113, 212, 213, 220, 321, 329, 350, 380; Physics 188, 211, 213, 311, 315, 316 and one elective physics course at the 300 or 400 level.

PHYS. 130 HOME-MADE PHYSICS
3 [2-0-2] Fall, Alternate Years

Introduction to the basic concepts of physics by utilizing devices and appliances used in the home today and many of the

devices that may be developed in the future.

PHYS. 151 PHYSICS FOR POETS
4 (3-0-2) Fall
An introduction to both classical and modern physics without the use of calculus. Designed to enable the student to appreciate the role of physics in society.

PHYS. 152 MORE PHYSICS FOR POETS
4 (3-0-2) Spring
Continuation of Phys. 151.

PHYS. 160 PHYSICS OF MUSICAL SOUND
3 (2-0-2) Spring
A non-mathematical approach to the physical principles involved in the generation, transmission and detection of sound.

PHYS. 165 PHYSICS FOR THE ALLIED HEALTH SCIENCES 3 [2-0-2] Fall
This course is designed to give student in the Allied Health Sciences the physics background they need for their professional work. Selection of material is based on the appropriateness to the life sciences without limiting basic concepts found in all introductory physics courses.

PHYS. 170 INTRODUCTION TO ELECTRONIC APPARATUS 3 (1-0-4) Fall
Elementary principles of electrical circuits are taught in lecture and extensively applied in the laboratory by building kits (radio, meters, amplifiers, etc.) of the student's choice. Study for third and second class FCC licenses is available.

PHYS. 188 GENERAL PHYSICS I
4 (3-0-2) Spring
A three-semester calculus physics course emphasizing classical concepts. Selected topics in mechanics, heat, electrostatics, electromagnetism, waves and optics. Prerequisite: Math. 112 or taken concurrent with Phys. 188.

PHYS. 211 GENERAL PHYSICS II
4 (3-0-2) Fall
Continuation of Phys. 188.

PHYS. 212 GENERAL PHYSICS III
4 (3-0-2) Spring
Continuation of Phys. 188 and 211.

PHYS. 250 THE RESTLESS ATMOSPHERE
3 (2-0-2) Fall
An introduction to dynamical meteorology which includes general circulation theory, energy budget, instrumentation, weather modification. Prerequisite: high school physics or higher or permission of instructor.

PHYS. 311 MODERN PHYSICS
3 (3-0-0) Fall
An introduction to 20th century physics, including the structure of atoms and nuclei, basic ideas of quantum mechanics and solid state theory. Prerequisites: Phys. 188, 211, and 212.

PHYS. 313 PHYSICAL MECHANICS
3 (3-0-0) Fall, Alternate Years
An analytic treatment of classical mechanics covering the methods of statics and dynamics of rigid bodies with application to physical problems; small oscillations; generalized coordinates and Lagrange's equations. Prerequisites: Phys. 188, Math. through 213 and 339.

PHYS. 314 PHYSICAL MECHANICS
3 (3-0-0) Spring, Alternate Years
Continuation of Phys. 313.

PHYS. 315 EXPERIMENTAL PHYSICS I
3 (1-0-4) Fall
Experiments in electrical measurements and circuit elements, optics and atomic physics. Prerequisite: Phys. 211.

PHYS. 316 EXPERIMENTAL PHYSICS II
3 (1-0-4) Spring
Continuation of Phys. 315.

PHYS. 317 PHYSICAL OPTICS 3 (3-0-0)
Spring, Alternate Years

Wave phenomena, electromagnetic theory of light, interference, diffraction, polarization and non-linear optics. Prerequisites: Phys. 212, Math. 339.

PHYS. 318 THERMODYNAMICS 3 (3-0-0)
Spring, Alternate Years

An introduction to thermal physics and kinetic theory. Prerequisites: Phys. 212, Math. 339.

PHYS. 319 INTRODUCTION TO SOLID STATE PHYSICS 3 (3-0-0)
Fall, Alternate Years

A brief summary of the theory underlying the behavior of solids. Emphasis on transport theory, interaction of light and matter, semiconductor devices, super-conductor and lasers. Prerequisite: Phys. 311.

PHYS. 320 ACOUSTICS 3 (2-0-2) *

Fundamentals of sound waves including detection of sound.

PHYS. 321 SELECTED TOPICS I 3 (3-0-0) *

Any selected topics not sufficiently well covered in a general course.

PHYS. 322 SELECTED TOPICS II 3 (3-0-0) *

Same as Phys. 321.

PHYS. 333 SPACE DYNAMICS 3 (3-0-0)
Fall, Alternate Years

Application of Newtonian mechanics to solution of actual problems in satellite trajectories and orbits; celestial mechanics and navigation. Prerequisites: Phys. 188, Math. 212.

PHYS. 334 ASTROPHYSICS 3 (3-0-0)
Fall, Alternate Years

Application of physics and mathematics to field of astronomy. A study of stellas models, stellar evolution, radio astronomy and recent discoveries in astronomy. Prerequisites: Phys. 311, Math. 339.

PHYS. 401 ELECTRICITY AND MAGNETISM I 3 (3-0-0)
Fall, Alternate Years

Foundations of electromagnetic theory including electrostatics, dielectic theory, magnetic properties of matter, Maxwell's equations and an introduction to electrodynamics. Prerequisites: Phys. 211-212, Math. 339.

PHYS. 402 ELECTRICITY AND MAGNETISM II 3 (3-0-0)
Spring, Alternate Years

Continuation of Phys. 401.

PHYS. 407 INTRODUCTION TO QUANTUM MECHANICS 3 (3-0-0)
Fall, Alternate Years

An introduction to wave mechanical and axiomatic approaches to quantum mechanics with simple applications. Prerequisites: Phys. 311, Math. 339.

PHYS. 408 ATOMIC AND NUCLEAR PHYSICS 3 (3-0-0) Spring, Alternate Years

Continuation of Phys. 407; physical applications of quantum mechanics to atomic and nuclear physics.

PHYS. 415 EXPERIMENTAL PHYSICS III 3 (3-0-6) Fall

Research problems are assigned to the student on an individual basis.

PHYS. 416 EXPERIMENTAL PHYSICS IV 3 (3-0-6) Spring

Same as Phys. 415.

PHYS. 450 CURRENT SCIENTIFIC PHENOMENA 1-3 (½-0-½)
When Appropriate

This course permits students to take

advantage of important temporary phenomena. Thus credit hours, period and time of presentation and instructional personnel must vary. Selection of topics will be based upon intrinsic value and interest as well as importance for other courses.

PHYS. 497 INDEPENDENT STUDY
[See page 43 for course description.]

The Department of Psychology stresses the need for a broadly based background through the liberal arts disciplines. Majors are required to complete certain courses within the discipline, and the remaining hours in both the lower and upper divisions are viewed as free electives. The choice of all remaining courses should be based on the individual student's interests and motivation.

Two degree programs are available:

B.A. IN PSYCHOLOGY: A stepping stone for graduate study in psychology, preparatory for entering the traditional psychological fields of research, teaching, and/or psychotherapy. This major also often leads to entrance into legal, medical, or other professional programs. A careful selection of elective courses permits this flexibility.

In order to insure a sound background in behavioral science, the following core courses are required: PSY 100, PSY 200, PSY 205, PSY 210, PSY 220 or PSY 301, PSY 310, PSY 340, or PSY 345, and PSY 490 or PSY 495. Two laboratory courses from among the following are also required: PSY 320, PSY 330, PSY 335, PSY 420, PSY 450, PSY 465, or PSY 470. Independent Study provides further opportunity for specialized study or actual research experience.

B.A. IN HUMAN RELATIONS: This program provides the student with both a broad understanding of human behavior and specialized experiences in order to prepare him or her for immediate employment in such human services as drug and alcohol abuse, probation-parole, child care, social case work, and secondary teaching. In addition to the core courses, human relations majors select any two from the following: PSY 240, PSY 245, PSY 250, PSY 350, PSY 360, PSY 365, PSY 404, PSY 405, PSY 410, PSY 430 or PSY 440.

Students in both majors have the unique option of doing Independent Study (research) on campus or of spending a full semester :or summer) in a field setting (Pre-Professional Experience) obtaining practical job experience and clinical skills. The experiences will focus on beginning clinical skills, community ser-

vices, and research work in settings appropriate to the students' interests and professional orientation such as child guidance settings, mental hospitals, probation officers, and industrial or governmental agencies under supervision by qualified staff. This will give the student an opportunity to translate theoretical learning into practical application. Oftentimes, students obtain employment in the same agencies after graduation.

Human relations majors also find ready acceptance into a wide range of related graduate programs such as community mental health, special education, counseling and guidance, vocational rehabilitation, and social work.

The Psychology Department also provides a variety of service sources and sequences of value to other fields, e.g., Human Development (PSY 105, PSY 220, PSY 240, PSY 301, PSY 302, PSY 415),social Behavior (PSY 260, PSY 310, PSY 335, PSY 365, PSY 440, PSY 450), and Counseling and Guidance (PSY 210, PSY 360, PSY 404, PSY 405, PSY 430, PSY 470).

GRADUATE PROGRAMS: The Department has recently developed programs in the areas of Community Psychology (rural mental health) and Human Experimental Psychology. Contact Coordinator, Psychology Graduate Programs.

COURSE OFFERINGS IN PSYCHOLOGY

PSY. 100 GENERAL PSYCHOLOGY 3 (2-1-0) Fall and Spring

An introduction to the basic processes underlying human and animal behavior: sensation and perception, learning and thinking, emotion and motivation. Also an introduction to the study of human behavior methods, learning, sensation and perception, physiological and social psychology, and psychopathology.

PSY. 200 METHODS OF PSYCHOLOGICAL INVESTIGATION 4 (3-0-2) Fall or Spring

Detailed introduction to designing, carrying out and writing up various types of psychologocal studies in operant conditioning, verbal learning and other areas. Preparation for Experiemtnal Psychology I and II. Lectures plus laboratory work. Prerequisite: Psy. 100.

PSY. 205 INTRODUCTION TO STATISTICAL METHODS 3 (2-1-0) Fall or Spring

Introduction to basic descriptive methods and statistical inference, including parametric and nonparametric tests and correlation. Also an introduction to the logic and use of analysis of variance and covariance. Lecture and laboratory work. Prerequisite: Psy. 100.

PSY. 210 PSYCHOLOGY OF ADJUSTMENT 3 (1-2-0) Fall and Spring

Psychological principles pertinent to the understanding of personality and interpersonal adjustment. Discussion of research and theories of social motivation, conflict, and anxiety, adjustment mechanisms and personality change. Prerequisite: Psy. 100.

PSY. 220 CHILD PSYCHOLOGY 3 (3-0-0) Fall and Spring

A study of how and why children develop as they do, with special emphasis on factors which will (1) help students to better understand their own development, and (2) help students to better understand parent-child and teacher-student relationships.

PSY. 230 EDUCATIONAL PSYCHOLOGY 3 (3-0-0) Fall and Spring

This is a foundation course in which study is made of the best currently available knowledge of facts, concepts, principles and theory pertinent to learning and teaching.

PSY. 240 ADOLESCENT PSYCHOLOGY 3 [3-0-0] Fall or Spring

Beginning with puberty and following development through the late teens, this course stresses the importance of biological change, athletics, dating, school, home, church, neighborhood, group loyalties and conflicts, etc., in shaping adolescent attitudes, values, and behavior. This course would likely be most rewarding to the student who is interested in contributing to, as well as gaining some insight into, how the aforementioned factors will shape adolescent behavior in a rapidly changing society.

PSY. 245 HUMAN SEXUALITY 3 [3-0-0] Fall and Spring

A survey of scientific findings in the area of human sexual behavior. Besides covering the traditional areas of reproduction, topics of current interest and controversy will be included. Small group discussions will be used to facilitate an exchange of ideas.

PSY. 250 PSYCHOLOGY OF FAMILY RELATIONS 3 (1-2-0) Fall and Spring

Basic course designed to teach insights from both clinical and academic psychology by reading in such areas as the psychological dynamics of the family as a unit, parent-child interactions, the effect of developmental events on the psychology of the family. Class discussion and psychodrama will be used to illustrate these concepts. Prerequisite: Psy. 100.

PSY. 260 INTRODUCTION TO SMALL GROUP PROCESSES 3 (1-2-0) Fall and Spring

This introductory course explores the interaction of individuals within the context of small working groups. Using a variety of avtivities (stimulations, role playing, theory sessions, games, perceptual exercises) the students will be helped to understand the characteristics of working groups which may be generalized from one to the other. Prerequisite: Psy. 100.

PSY. 270 PSYCHIC PHENOMEN 3 [1-1-2] Every third semester

A survey and scientific analysis of the various behaviors labeled "psychic", including parapsychological, mystical, astrological, and hypnotic. The student will carry out and write up representative experiments. Prerequisite: Psy. 100.

PSY. 301 HUMAN BEHAVIORAL DEVELOPEMENT 3 [3-0-0] Fall or Spring

The course will be primarily a broad survey of what is presently known about the three highly interactive aspects of human behavioral development: biological, psychological, and social.

PSY. 302 COGNITIVE AND MORAL DEVELOPMENT Fall or Spring

The primary objective is to expose students to Piagetian concepts and tasks, and to familiarize them with the important ideas, terminology, theories and data related to the development of logical thought and moral judgement. A secondary objective is to stimulate critical thinking about the issues through the exercise of in-depth analyses of a few of the primary sources.

PSY. 310 SOCIAL PSYCHOLOGY 3 (2-1-1) Fall and Spring

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in perception, thinking and motivation. The following topics will be examined: theories of cognitive consistency, theories of attitude formation and their relation to personality structure, motivational determinants of group membership and

social conformity, social roles and social systems including leadership. Prerequisite: Psy. 100.

PSY. 320 EXPERIMENTAL I, LEARNING MOTIVATION AND EMOTION 4 (3-0-2) Fall

Human and animal learning with special emphasis on experimental evidence and techniques. Discussion of the situational and physiological determiners of behavior, theories of motivation and emotion, the laboratory work involving techniques and problems in the study of motivation. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 330 EXPERIMENTAL II, SENSATION AND PERCEPTION 4 (3-0-2) Spring

Basic phenomena of the senses, their physiological correlates and integration in complex perceptual judgements. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 335 ENVIRONMENTAL PSYCHOLOGY 4 (3-0-2) Fall or Spring

An analysis of man's behavioral adaption to the demand of his environment. Discussions will emphasize the behavior utilized by man in maintaining psysiological and psychological constancy in the face of environmental variation. Laboratory work will involve students in the observation, recording and analysis of human behavior in its natural settings. Prerequisite: Psy. 100.

PSY. 340 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 (3-0-0) Fall or Spring

Contributions of prominent historical figures and systems to the development of psychological theory and methodology. Examination of these systems in light of their significance for current theory. Consideration of the philosophy of science, philosophical issues in psychology and the analysis of psychological language. Prerequisite: Psy. 100.

PSY. 345 PSYCHOLOGICAL THEORY 3 [2-1-0] Fall or Spring

Psychological theory presents methods by which psychologists study and react to theories of human behavior. It includes an analysis of the origins of theory construction as revealed in modern empirical psychology. Theory construction from the areas of learning, personality, abnormal, and physiological psychology will be studied in regard to common methodology and research strategies. An emphasis is placed upon the student's becoming aware of the logical and critical attitudes of science which provides the base for evaluation of psychological theories.

PSY. 350 THEORIES OF PERSONALITY 3 (2-1-0) Fall or Spring

Consideration of the major personal theories, with emphasis on Freudian and neopsychoanalytic personality theory. Theorists such as Jung, existentialists, personality theorists and the proponents of a trait approach to personality will be discussed. Papers and discussion will concentrate on clarifying and evaluating the merits of different theories. Prerequisites: Psy. 100, 210.

PSY. 360 ABNORMAL PSYCHOLOGY 2 (2-1-0) Fall and Spring

This course is designed to give students a general introduction to clinical and experimental aspects of the field of abnormal psychology. The major models of psychopathology and the causes and symptoms of abnormal thinking and behavior will be considered.

PSY. 365 DEVIANT BEHAVIOR AND SOCIAL PROCESS 3 (1-2-1) Every third semester

An in-depth study of the psychological

theories of diviant minority behavior. Consideration will be given to such areas of deviant behavior as prostitution, homosexuality, juvenile delinquency, suicide, and various other aspects of non-violent crime. Prerequisite: Psy. 210.

PSY. 370 ABNORMAL PSYCHOLOGY IN THE DRAMA 3 (1-2-0) On Demand

An in-depth study of abnormal behavior as it is manifested in classic and modern drama. Plot, character delineation and the life of the playwright will be discussed in the understanding of the drama from the viewpoint of psychology. Prerequisite: Psy. 360.

PSY. 404 INTRODUCTION TO COUNSELING PSYCHOLOGY 3 [0-3-1] Fall

This course will include an introduction to approaches to counseling and psychotherapy--Rogerian, analytic, rational-emotive--as well as a discussion of basic techniques and dynamics of the counseling process. The student will be helped to approach interpersonal relations in a way which will enable him to understand the maning and function of communications, through role-playing and discussion of group dynamics.

PSY. 405 COUNSELING PSYCHOLOGY PRACTICUM 3 [0-3-1] Spring

This is a practicum course in counseling which differs from Psy 404 in offering supervision in actual brief counseling contacts. Counseling sessions will be recorded, analyzed, and discussed as a basis for continued analysis of interpersonal relations and how they affect the counseling process.

PSY. 410 CLINICAL PSYCHOLOGY 3 [2-1-0] Fall or Spring

Clinical psychology is a senior level undergraduate course that presents the history of clinical psychology as well as contemporary issues. The student is introduced to those areas of clinical practice that call for knowledge of diagnostic testing, interviewing, psychotherapy, behavior therapy, interprofessional communication and settings for the practice of clinical psychology. The course is presented as a survey rather than as an introductory applied course. Students are encouraged to do individual projects and in that context have the opportunity to gain practical experiences with the use of tests and interview techniques in carefully supervised situations.

PSY. 415 GERONTOLOGICAL PSYCHOLOGY 3 [2-0-2] Fall or Spring

This course is designed to give students a beginning understanding of the problems of the aged and ways in which the final stage of life may be made rewarding. Participation with older people will be included to clarify such problems as loneliness, emotional disturbance, physical and economic restrictions. Prerequisites: Psy. 100, Psy. 210 and 6 more hours or equivalent work with the aged or permission of the instructor.

PSY. 420 PHYSIOLOGICAL PSYCHOLOGY 4 (3-0-2) Fall or Spring

Physiological aspects of behavior with special emphasis upon neurological structure and function. Experimental evidence on which theories of psychophysiology are based will be studied. Lecture and laboratory work. Prerequisites: Psy. 100, 200.

PSY. 430 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3 (2-1-0) Fall or Spring

Delineation of measurement theory as well as actual experience with intelligence, aptitude, achievement, interest and personality tests. Theory and experience used to formulate guidelines by which to evaluate these tests as measuring devices with special attention to their applicability and limitations. Prerequisite: Psy. 100.

PSY. 440 INDUSTRIAL AND CONSUMER PSYCHOLOGY 3 (2-1-1) *
On Demand

Problems and procedures in industrial psychology. Emphasis on motivational effects on such programs as incentive plans, worker adjustment, group participation, job security, training and supervision. Also the applications of psychology in personnel work. Includes selection, interviewing, training and counseling of employees, job analysis, attitude surveys and rating methods. The major factors involved in consumer psychology. Prerequisite: Psy. 100.

PSY. 450 EXPERIMENTAL SOCIAL PSYCHOLOGY 4 (1-1-3) Spring

Critical examination of research designs and methods for the study of problems in social psychology. Experimental projects with questionnaires, scales, interviews and observation methods, and with problems of sampling and data analysis. Prerequisite: permission of instructor.

PSY. 460 SENIOR SEMINAR
3 (0-3-0) Spring

Extensive reading and discussion of current literature in psychology selected from a wide variety of significant journals and books as they are published during the year.

PSY. 465 MODERN BEHAVIORISM
4 (3-0-2) Fall

An experimental analysis of human behavior as viewed by B. F. Skinner. After covering the theories of operant and respondent conditioning, the student will conduct several laboratory projects demonstrating the various phases of behavioral control. An attempt will be made throughout the course to relate the behavioristic principles to traditional (social) concepts, such as freedom and dignity. Prerequisite: Psy. 200.

PSY. 470 BEHAVIOR MODIFICATION TECHNIQUES 4 (3-0-2) Spring

An introduction to a variety of techniques for altering behavior based on learning principles and laboratory findings. A review of relevant literature will be supplemented by laboratory assignments comprising field studies, behavior mapping and behavior manipulations. The field studies will require data recording, analysis and interpretation . Prerequisites: Psy. 100, 200.

PSY. 495 PRE-PROFESSIONAL EXPERIENCE
3-15 (7-39 hours/week)
Fall and Spring

The pre-Professional experience in applied Psychology in varied settings is designed to provide practical experience and beginning skills to selected students majoring in Psychology or Human Relations. The experiences will focus on beginning clinical skills, community services and research work in settings appropriate to the student's interests, and professional orientation such as child guidance settings, mental hospitals, probation offices, and industrial or governmental agencies under the supervision of qualified staff. This will give the student an opportunity to translate theoretical learning into practical application.

As a prerequisite the student needs the consent of a sponsoring member of the Department, and the Chairperson. In addition, permission will be granted only to those students who have had courses appropriate to the setting in which they will work and will normally have senior standing.

PSY. 497 INDEPENDENT STUDY

[See page 43 for course description.]

public school nursing

A program leading to the degree, Bachelor of Science in Education, is designed to provide the necessary academic preparation for a registered nurse seeking certification to serve in public school systems. Believing that the school nurse is primarily a teacher-nurse, emphasis is given to the development of a competent educator and community member. Admission to degree candidacy must be completed through the Admissions Office of the College and reflects: (1) satisfactory completion of a curriculum in an approved School of Nursing, (2) registration by the State Board of Examiners for the registration of nurses in Pennsylvania, (3) completion of an approved program of studies consisting of 65 semester hours of prescribed college work as detailed below.

1. General Education (30 semester hours)
   - Humanities 9 hrs.
   - Social Studies 12 hrs.
   - Electives 9 hrs.
2. Professional Education (17 semester hours)
   - History & Philosophy of Education
   - Educational Psychology
   - Public School Organization
   - Child Development or Adolescent Psychology
   - Methods & Materials of Health Nursing (Incl. A.V.)
   - Field Service Seminar
3. Specialization (18 semester hours)
   - Public School Nursing
   - Public Health Nursing I & II
   - Family Case Work
   - Prevention & Control of Communicable Diseases
   - Foundations of Nutrition

Satisfactory completion of the program and endorsement by the appropriate college authorities will culminate in an Education Specialist I certificate. This certificate qualifies the individual to serve as a School Nurse in the public schools of the Commonwealth of Pennsylvania.

COURSE OFFERINGS IN PUBLIC SCHOOL NURSING

PSN 206 PUBLIC SCHOOL ORGANIZATION
2 (2-0-0)

The course provides for nurses a working knowledge of the organization, administration and functioning of the American public school system. It includes specific studies of pupil personnel, administration, non-instructional staff, auxiliary services, the education curriculum, and professional associations.

PSN 300 PUBLIC SCHOOL NURSING
3 (3-0-0)

The course deals with public school nursing as related to public school health nursing, including the historical background, related agencies, problems and limitations involved. Responsibilities of the school nurse and her relationship to school administration, staff, community and others are reviewed. New techniques of handling children with heart disease, communicable diseases, sight and hearing problems, as well as accident prevention, etc., are included.

PSN 301 PUBLIC HEALTH NURSING I
3 (3-0-0)

A survey of the fundamental principles and the historical background of public health work in Europe and America is made. Much stress is placed on the recent movement to up-date this work in our state, and the training and the procedure by which it is to be accomplished.

PSN 302 PUBLIC HEALTH NURSING II
3 (3-0-0)

This course is a continuation of the Public Health Nursing I course. Generalized versus specialized public health nursing service is carefully analyzed. Time is spent helping each nurse learn the need for and the proper methods of conducting demonstrations and inservice educational programs needed in public health.

PSN 303 FOUNDATIONS OF NUTRITION
3 (3-0-0)

The course is an overview of the principles of nutrition as they relate to food habits and economic factors. Included in the course are: a study of food nutritients including sources, daily needs, etc.; nutritional needs of age groups; programs for better nutrition; and dietary means for promoting optimum health.

PSN 304 FAMILY CASE WORK
3 (3-0-0)

The course involves a study of principles of interviewing and production of case histories as applicable to school nurses. Interviewing situations and case histories are selected for class discussion to acquaint the student with the application of case work methods to school nursing work.

PSN 305 PREVENTION AND CONTROL OF COMMUNICABLE DISEASES
3 (3-0-0)

The course is designed to help the school nurse gain a more comprehensive understanding of those communicable diseases which are creating current health problems in our communities. Included is a study of many communicable diseases not of local origin that might create problems in our country because of extensive travel by United States citizens.

PSN 306 FIELD SERVICE SEMINAR
3 (3-0-0)

This course is designed to give the student an opportunity to visit schools, agencies and industries that employee nurses and deal with health on a community rather than an individual level. This allows the student to observe the various functions of these agencies and to discover how the public health nurse participates in agency and community planning.

PSN 307 METHODS AND MATERIALS OF HEALTH NURSING (Including Audio-Visual Education) 3 (3-0-0)

A course designed to bring into focus for the school nurse a relationship of health services available to the child in the school, community, state, and nation. Legal aspects of the school nursing situation are studied. Audio-visual education materials and techniques are stressed in light of the educational role of the school nurse.

PSN 497 INDEPENDENT STUDY
[See page 43 for course description.]

secondary education

The Secondary Education Department is the professional school established to conduct and coordinate, within the College, programs for the preparation of secondary school teachers. Completion of the program will graduate students with a provisional certificate to teach in the Commonwealth of Pennsylvania. Programs are offered in the following major areas: Communication Arts (Speech), English, Foreign Language (French, German, Spanish), Mathematics, Physics/Mathematics, Science (Biology, Chemistry, Earth and Space, General Science, Physics), and Social Studies (History, Geography, Political Science, Social Science).

Students, while pursuing general education during their first two years, and who desire professional training toward certification to teach in the public schools of the Commonwealth of Pennsylvania, should be cognizant of the prerequisites for admission to professional studies upper division.

Prerequisites include the following:

1. Speech screening for impediments and articulation problems. Screening procedures will be administered annually during freshman orientation or first or second semester of the freshman year.
2. Enrollment in the basic Introduction to Education course during the first or second semester of the freshman year.
3. An observation-participation experience to take place during the third or fourth semester — the sophomore year.
4. File an application for admission to upper division with the Department of Secondary Education prior to the conclusion of the fourth semester's work.

Students possessing an Associate Arts degree from an accredited institution and matriculating at Mansfield State College with junior status will be granted basic credit in the general education program.

However, all prerequisites leading toward certification must be met prior to program completion. Under normal procedures transfer students should complete their certification program with two years of study at Mansfield State College.

In general, any student who is eligible to continue in the College will be admitted to his chosen major if his academic performance, as measured by grade point average, is above the minimum required for passing; in oral and written expression; in psychological, sociological, and philosophical studies; and in those courses explicitly designated for specialization in the student's chosen academic major. Consideration will also be given to social reports of personnel deans, interview procedures and department testing requirements.

Upon acceptance into the upper division, the student will complete his area of specialization and his sequence of professional courses, culminated by a field experience in student teaching.

Professional Education requirements common to all teaching options are: Ed. 200 Introduction to Education, Psy. 230 Educational Psychology, Ed. 300 Secondary School Methods, Ed. 301 Evaluative Techniques, Ed. 302 Audio-Visual Communication, Ed. 401 History and Philosophy of Education, Ed. 402 Professional Seminar, Ed. 400 Student Teaching as assigned on a semester basis.

COURSE OFFERINGS IN SECONDARY EDUCATION

ED. 200 INTRODUCTION TO EDUCATION
2 (2-2-0) Fall and Spring

Practical emphasis on the problems of secondary school teaching; school organization and administration; curriculum and co-curricular activities; examination of school law. This course should be scheduled in the first or second semester as it is a prerequisite for admission into the upper division.

ED. 201 PERSONAL CAREER DEVELOPMENT
2 [2-0-0] Fall Alternate Years

This course is designed as an overview of

the world of work relevant to western society. Current theories of vocational development are explored and the student's own vocational development is investigated. Laboratory work involves the collecting, evaluating, classifying, and dispensing of occupational, educational, and social information.

PSY. 230 EDUCATIONAL PSYCHOLOGY
3 (3-0-0) Fall and Spring

A study of the basic factors in the learning process, with emphasis on the application of principles of psychology to problems of learning and teaching.

ED. 300 SECONDARY SCHOOL METHODS
(Teaching of Course)
3 (2-0-2) Fall and Spring

Principles, materials, and methods of teaching English, speech, languages, mathematics, sciences, or social science in the secondary school; assignment to section according to subject matter. Note the following:

English — Fall
Foreign Language — Spring
Mathematics — Spring
Science — Spring
Social Studies — Fall and Spring
Speech — Fall

ED. 301 EVALUATIVE TECHNIQUES
2 (2-0-0) Fall and Spring

Elementary statistics, principles of test construction, selection and administration of standardized tests; emphasis on interpretating and reporting test scores; consideration of means of evaluation other than tests.

ED. 302 AUDIO-VISUAL COMMUNICATION
2 (1-0-2) Fall and Spring

Classroom communication theory is analyzed with an emphasis on the selection, utilization, and evaluation of educational media for instruction and presentation. Operation of instructional equipment and production of instructional materials is included with special attention given to practical classroom applications.

ED. 305 READING IN THE CONTENT AREA
3 [3-0-0] Fall and Spring

An investigation of the reading process as it applies to teaching students to read Social Studies, Science, English, Math, and Health textbooks in grades 1 through 12.

SEC. ED. 400 STUDENT TEACHING
(By Arrangement)
12 Fall and Spring

An opportunity to apply the knowledge and skills acquired in professional preparation. This is accomplished by a field experience in College-established centers under the supervision of well-qualified cooperating teachers. During this period, observations and conferences are scheduled by the College supervisor who regularly visits the student during his off-campus experience. Required course for all secondary education majors.

ED. 401 HISTORY AND PHILOSOPHY OF EDUCATION 3 (3-0-0)
Fall and Spring

A foundations course in the study of professional education. Introduces the student to the social, historical, and philosophical foundations of education and the relationship that exists between the school and the society it serves.

ED. 402 CONTEMPORARY ISSUES IN EDUCATION 2 [2-1-0]
Fall and Spring

Students become more aware of current educational theories and practices. Through Ed 402 special programs are scheduled to expose prospective teachers to organizations and situations which will probably confront them during their teaching careers. At present, these organizations and situations are probably in the realm of the unknown in their

educational and social backgrounds.

SEC. ED. 420 BASIC PHOTOGRAPHY
3 (2-0-1) Fall and Spring

A basic photography course to assist the teacher in the use of the camera as a teaching tool and in the supervision of photography clubs. The major part of this course will consist of practice in photographic techniques of picture taking, composition and darkroom procedures. Some emphasis on the physics of the camera and chemistry of the film and photographic processing.

SEC. ED. 421 TELEVISION PRODUCTION
3 (2-0-1) Fall and Spring

This course covers the fundamentals and principles involved in the production of television programs. This includes the operation of TV equipment, production of visuals to be used in the actual production of a program.

ED. 422 BASIC MOTION PICTURE PHOTOGRAPHY 3 [2-0-2] Spring

The course will examine the process of planning and production of 8 mm and 16 mm films as based on effective principles of cinematography. Students will plan the content for their films, select the treatment, film the subject using satisfactory techniques, edit the film, add sound, and demonstrate the use of their film for individual, small or large group, or television viewing. Prerequisite: Ed. 420 or Ed. 421 or by permission of the instructor.

ED. 497 INDEPENDENT STUDY
[See page 43 for course description.]

To assist young people to gain an overall understanding of how American society works today and what its future portends for them are the primary goals of this department. To develop in them a world perspective and an acute awareness of mankind's critical social problems are complementary goals.

The B.A. program in Sociology provides a wide latitude for individual programs of study. At the core are five required courses (SOC. 111; ANTH. 304; SA. 412 or 421, 451). Five electives from other Sociology and Anthropology courses complete the thirty hours of specialization for the major. While a student may choose a broad, general program, he may emphasize Anthropology, Sociology, or Social Welfare.

A new B.S. degree program in Social Work has been requested. Information concerning this more specialized program may be secured from the departmental secretary.

Students are counseled to plan their college studies specifically including vocational and intellectual dimensions. Sociological and Anthropological courses provide a foundation for a variety of professions. Among these are social worker, social studies teacher, professor, lawyer, minister, journalist, and specialists in community development, city planning, or social research. Programs combining a major in this department with supplementary work in the applied areas of education, home economics, criminal justice or psychology are recommended.

A unique feature of the work offered in the Department of Sociology is the emphasis on learning about social relations by studying them directly in the community. Field studies in small rural Appalachian communities, larger complex cities, and in foreign countries are integral parts of the program. Several courses combine community observations or work with classroom lecture-discussions; the Organizational Internship allows students the opportunity to completely involve themselves in a work role for an entire semester.

COURSE OFFERINGS IN SOCIOLOGY

SOC 111 SOCIOLOGICAL PERSPECTIVES
3 (3-0-0) Fall and Spring

Introduction to the basic concepts, premises, and techniques involved in the scientific approach to the study of human societies. Analysis is made of selected aspects of social behavior at interpersonal, intergroup and societal levels of contemporary American society.

SOC 121 CONTEMPORARY SOCIAL PROBLEMS 3 (3-0-0)
Fall and Spring

Survey of critical social problems confronting American society today. Their salient characteristics and the factors related to their creation and maintenance are explicated. ANTH 101 or SOC 111 desirable but not required.

SOC. 232 AMERICAN FAMILY SYSTEM
3 [3-0-0] Fall and Spring

A study of the family throughout the life cycle including a brief historical overview of the family; emphasizes the life styles of contemporary families, influences of values in society upon framily family life and issues affecting individuals and families in their relationships. (HEC. 232) Prerequisite: SOC. 111.

SOC 241 INTRODUCTION TO SOCIAL WORK
Fall or Spring (3-0-0)

Analysis of welfare activities as a social movement and of the dominant characteristics of the social welfare institution in America. Attention will be given to changing ideologies and to the professionalization of social work practice. Prerequisite: SOC. 111; SOC. 121 desirable.

SOC 302 COMMUNITY 3 (3-0-0)
Fall or Spring

Examination of various types of communities as social systems. Special attention is given to the varied ways by which the welfare function is met. Theories concerning community growth and change as well as factors affecting community integration are reviewed. Prerequisite: SOC. 111.

SOC. 303 SOCIAL RESEARCH METHODS
3 [3-0-0] Fall or Spring

Introduction to the logic and techniques of the social research process. Special attention is given to attitude and opinion surveys and evaluation research problems. Prerequisite: SOC. 111; Previous training in statistics strongly recommended.

SOC 304 PUBLIC OPINION 3 (1-2-0)
Fall, Alternate Years

Analysis of the role of public opinion in the political system. The process by which political opinions are formed, communicated and influence political behavior. The design and administration of a survey to measure political opinions. (PSCI 304) Prerequisite: SOC. 111.

SOC 305 SOCIOLOGY OF RELIGION
3 (3-0-0) Fall or Spring

Analysis of the interrelationships between religion and other aspects of society particularly with reference to the problems of order and change. Consideration is given to the humanitarian ethic in American Society. Prerequisite: SOC. 111; ANTH. 101 desirable.

SOC 351 POPULATION ECOLOGY
3 (3-0-0)
Fall or Spring, Alternate Years

Studies the spatial aspects of world population numbers densities, and qualities; emphasizing the economic and social characteristics

and mobility of the world's population. (GEOG 351) Prerequisite: SOC. 111.

INTEGRATED COURSE OFFERINGS IN SOCIOLOGY AND ANTHROPOLOGY

SA 321 FUTURISTIC SOCIETY 3 (3-0-0) Fall or Spring

Investigation of the expanding impact of scientific technological changes for the future forms of social life. The potential for reorganization of social practices, alterations in values and belief systems, and for the creation of new social problems are considered. Prerequisites: SOC. 111; SOC. 121 and ANTH 101 are desirable.

SA 340 DOCUMENTARY PHOTOGRAPHY 3 (1-0-3) Summer

Exploring social relations with the camera. The use of photographs as tools of inquiry, documentation, and as data for social analysis. Problems related to cultural features affecting visual perception and reportage are treated.

SA 350 SELECTED TOPICS SEMINAR 1-6 Fall or Spring

Review of a specialty area in Anthropology or Sociology or the study of a problem from an interdisciplinary position. Course may be repeated when topic is different. Prerequisite: Upper division standing and consent of instructor.

SA 412 RURAL COMMUNITY FIELD SEMINAR 3 [3-0-0] Spring

Intensive examination of a selected rural community. Instruction is focused on discerning patterns in social behavior and on imparting an understanding of the structure of rural life including its dominant cultural features.

Currently studying Roseville, Pennsylvania. Prerequisite: 6 hours in Sociology or Anthropology and/or consent of instructor; SOC. 302 desirable.

SA 421 URBAN SOCIETY 3 [3-0-0] Fall

Intensive study of the social structure of a selected urban community. Dominant institutional features and problems of social integration and change receive primary attention. Major portion of student's time is devoted to field observation and interviewing. Prerequisites: 6 hours in Sociology or Anthropology and/or consent of instructor.

SA 441 ORGANIZATIONAL INTERNSHIP 6-15 Fall, Spring, and Summer

Supervised and evaluated participation in the regular activities of a business, governmental agency, or social service organization. In consultation with field instructor the student is expected to prepare an analysis of the organization's role system and its real or potential areas of stress. Prerequisite: consent of instructor. SOC. 203 strongly recommended.

SA 451 SOCIAL PLANNING AND DIRECTED CHANGE 3 (3-0-0) Fall or Spring

Selected cases of deliberate attempts at changing community practices are investigated. General patterns and recurrent problems involved in societal planning and community action are examined. Prerequisite: Junior standing and consent of instructor.

SA. 497 INDEPENDENT STUDY

[See page 43 for course description.]

special education

This program is designed for the professional preparation of competent Special Education teachers for children who are exceptional. The program leads to a Bachelor of Science in Education Degree and K-12 teacher certification in Teaching the Mentally Retarded (LD), and for approved students, Emotionally Disturbed. The program is competency-based and considers the cross categorical trend in Special Education, rather than focusing on specific handicaps. It develops generic teaching competencies for working with mentally and/or physically handicapped children in various educational settings.

Students major in Mentally Retarded and choose an area of concentration (A-O-C) in either Early Childhood (Preschool) Handicap, Elementary Special Education, Secondary Special Education, Low Functioning Retarded, Mentally Gifted, or Emotionally Disturbed (includes certification). Upon meeting the competency criteria in the program, graduates will be qualified to fill such professional positions as:

Special Class Teachers

Resource Room Teachers

Itinerant Specialists

Home Instruction Teachers

Graduates also go into related settings in institutions and agencies serving the handicapped, or advanced graduate study in Special Education or related fields.

The curriculum develops competencies needed in appraising the nature and origin of mental retardation, learning disabilities and other exceptionalities. It considers appropriate school adjustments needed for these children and youth with emphasis on diagnostic and prescriptive teaching skills. To enhance the theoretical phases of the curriculum, provisions are included as early as the Freshman/Sophomore year for students to get observation and field experience in such special education settings as the following:

Intermediate Unit 17 (Bradford, Lycoming, Sullivan, Tioga Counties) Special Classes

Learning Tier Learning and Diagnostic Center

Martha Lloyd School, Troy, Pennsylvania

The Laurelton and Selinsgrove State School and Hospital

Partners in Progress Sheltered Workshop

The Elmira Psychiatric Center

Lower division students tentatively interested in this major should include the following in their first two years of General Education: Psy. 100, 230; Sp.Ed. 101, 201, and, with advisement, any elective courses related to specific areas of interest. Curriculum requirements for the major and areas of concentration are as follows:

Mentally Retarded [Major]: Sp.Ed. 101, 201, 301, 302, 303, 401 (or 402, 403, or 404), 400, 410, and 18 to 21 hours of A-O-C electives for a total of at least 50 credit hours.

Early Childhood Handicap [A-O-C]: Sp.Ed. 310, 404, Ed.El. 300, and 12 hours of electives for a total of 21 credit hours.

Elementary Special Education [A-O-C]: Sp.Ed. 345, 401, Ed.El. 360, and 9 hours of electives for a total of 18 credit hours.

Secondary Special Education [A.O.C.]: Ed. 200, Psy. 240, Sp.Ed. 402, and 10 hours of electives for a total of 18 credit hours.

Low Functioning Retarded [A-O-C]: Sp.Ed. 310, 345, 403, and 9 hours of electives for a total of 18 credit hours.

Mentally Gifted [A-O-C]: Sp.Ed. 320, 350, or 355, Psy. 350, and 9 hours of electives for a total of 18 credit hours.

Emotionally Disturbed [A-C-C]: Sp.Ed. 340, 341, 345, 490 and 9 hours of electives for a total of 21 credit hours.

The program also offers elective courses to students in other majors in order to provide prospective teachers and others with a working orientation to handicapped children who must be provided for (Mainstreamed) in regular elementary and secondary classrooms and related settings. Included are such courses as Sp.Ed. 101, 301, 310, 320, 330, 340, 360, and 490. Paraprofessional (teacher aide) training projects are also provided by the department.

Generally, junior colleges and other advanced transfer students may be sequenced into this major with a minimum of difficulty. Interested transfer students should contact the department chairperson for an evaluation of their transcripts and further information.

SED-SAB

The Special Education Department-Student Advisory Board, or more commonly known among students as SED-SAB, is a group of students representative of special education majors of all levels in the department. It is a sounding board for students who wish to convey ideas, innovations, or concerns to the faculty for consideration and action. SED-SAB keeps the student body informed with minutes of its own meetings as well as faculty meetings. SED-SAB consists of 8 members (2 from each class) and a non-voting member of CEC who also informs students at monthly meetings. Yearly elections are held each November. Those individuals interested in serving their fellow students through departmental interaction would be considered as candidates.

COURSE OFFERINGS IN SPECIAL EDUCATION

SP. ED. 101 INTRODUCTION TO EXCEPTIONAL CHILDREN 3 (3-0-0) Fall and Spring

Nature and needs of children who are exceptional in emotional, social, physical, and intellectual development, including gifted. Career opportunities in special education, rehabilitation and related areas. Observation in special education settings. Prerequisite: Psy. 100.

SP. ED. 201 NATURE OF MENTAL RETARDATION 3 (3-0-0) Spring

Causes, classification, and characteristics of the mentally retarded and neurologically impaired. Consideration of differential diagnosis, mental testing, research findings, and educational, psychological, and social implications. Emphasis on all levels of mental retardation. Observation and field trips. Prerequisite: Sp.Ed. 101.

SP.ED. 301 CURRICULUM ADJUSTMENTS FOR EXCEPTIONAL CHILDREN 3 [3-0-0] Fall

Study of philosophy, curriculum adjustments, appropriate methods and materials for educating the exceptional child, with emphasis on the mentally and physically handicapped. Considers goals, school organization, grouping, planning, unit instruction, teaching-learning process, task analysis, evaluating pupil progress, and parent and other agency relationships. Prerequisite: Sp.Ed. 201.

SP. ED. 302 DIAGNOSTIC AND CORRECTIVE TEACHING 3 (3-0-0) Spring

Study and directed application of selected achievement and other special tests and procedures useful for diagnostic and corrective teaching of children with learning disabilities. Development of teaching procedures adjusted to individual needs or weaknesses. Prerequisite: Sp.Ed. 201.

SP. ED. 303 OBSERVATION AND PARTICIPATION IN SPECIAL EDUCATION 3 (2-0-1) Fall and Spring

Observation and participation in special

education settings with seminar class discussions and conferences with instructor. Considers teaching — learning process, seelecting, organizing, and presenting curriculum materials at different grade levels. Case study project. Prerequisite: Sp.Ed. 301, Psy. 230.

SP.ED. 304 PRACTICAL ARTS FOR EXCEPTIONAL CHILDREN 3 [3-0-0]

Designed to acquaint the special education teacher with elementary task analysis and skill sequences in practical arts areas, with emphasis on foods, sewing, and related homemaking skills. Aids the prospective teacher of the handicapped in utilizing equipment now becoming available in special class settings. Prerequisite: Instructor's permission.

SP. ED. 310 COMMUNICATION DISORDERS 3 (3-0-0) Fall and Spring

Introduction to the field of speech pathology and audiology with orientation toward the classroom teacher. Development of understanding of the nature of specific speech, hearing, and language disorders, recognition of these disorders and basic principles of speech correction. Students are introduced to methods of speech training appropriate for classroom teachers. Prerequisite: Sp.Ed. 101.

SP. ED. 320 THE MENTALLY GIFTED 3 (3-0-0) Spring

Physical, mental, emotional and social characteristics of mentally gifted children and youth. Consideration of teaching procedures, types of organization and curriculum materials for their education. Explore creative activities, guidance, evaluation of programs, and research findings. Prerequisite: Sp.Ed. 101.

SP. ED. 330 DISADVANTAGED CHILDREN AND YOUTH 3 (3-0-0) Fall and Spring

Introductory study of definitions, causes, characteristics and education of children and youth from disadvantaged environments. Consideration of problems in social-psychological context with implications for programs of improvement and research findings. Prerequisite: Psy. 100.

SP. ED. 340 EDUCATION OF THE EMOTIONALLY DISTURBED 3 (2-1-0) Spring

Survey of behavior disorders in children and youth. Considers emotional disturbance, social conflict, perceptual difficulties, hyperactivity, and related problems. Coverage includes appropriate educational strategies and instructional materials for problem children. Observation and child study experiences included. Prerequisites: Sp.Ed. 101, Psy. 220.

SP. ED. 341 PSYCHO-EDUCATIONAL PROCESSES FOR BEHAVIOR DISORDERS 3 (2-0-1) Fall

Extension of survey course (Sp.Ed. 340) on behavior disorders in children and youth. Intensive coverage of methods, materials, and research appropriate in the re-education of those with behavior disorders at the preschool, elementary, and secondary levels. Includes pretraining minipracticum experience designed on individual basis by instructor. Prerequisite: Sp.Ed. 340.

SP. ED. 345 BEHAVIOR MODIFICATION WITH EXCEPTIONAL CHILDREN 3 (2-0-1) Fall

Study of implications of the principles of behavior theory for classroom teaching techniques, particularly with exceptional children. General and specific methods for generating, strengthening, and maintaining desirable behavior will be stressed. The conditioning of

both academic skills and nonacademic behaviors on an individual and group basis are covered. Direct experience in modifying the behavior of exceptional children will be arranged. Prerequisites: Sp.Ed. 210, Psy. 230.

SP.ED. 355 SELECTED TOPICS 3 [3-0-0] Fall

Designed for field experience or project work on selected current problems and interest areas in the field of Special Education. Covers Early Childhood Handicap, Elementary and Secondary Special Education, Low Functioning Retarded, Mentally Gifted, Emotionally Disturbed, and Learning Disabled. Students work individually with instructor and periodically report back to entire class on projects. Prerequisite: Instructor's permission.

SP.ED. 360 EXCEPTIONAL CHILDREN IN REGULAR CLASSES 3 [3-0-0] Spring

Designed to develop an understanding of the rationale and procedures for mainstreaming exceptional children. Legal and philosophical rationales are examined and current developments in mainstreaming discussed. Major mainstreaming models will be studied and problems and issues covered. Prerequisite: Psy. 230.

SP. ED. 400 STUDENT TEACHING IN SPECIAL EDUCATION 12 (12-0-0) Fall and Spring

Practice teaching under supervision of master teachers. Placement will be in two different special classes as assigned by the Department. Required of all students working for a degree in teacher education.

SP.ED. 401 ELEMENTARY SPECIAL EDUCATION 3 [3-0-0] Fall and Spring

Concerned with organizational procedures, curriculum practices, techniques, and materials used in educating exceptional children in elementary schools. Emphasis on primary and intermediate programs. Prerequisite: Sp.Ed. 303.

SP.ED. 402 SECONDARY SPECIAL EDUCATION 3 [3-0-0] Fall

Study of organizational procedures, curriculum practices, methods, and materials used in educating exceptional children in junior and senior high schools. Emphasis on career education, pre-vocational, and work-study programs. Prerequisite: Sp.Ed. 303.

SP.ED. 403 TEACHING THE TRAINABLE MENTALLY RETARDED 3 [3-0-0] Fall and Spring

Organization of special classes and educational programs for severely retarded children and youth. Covers diagnosis and classification, task analysis, development of teaching materials, and related techniques. Community organizations and parent education are discussed. Prerequisite: Sp.Ed. 303.

SP. ED. 404 EARLY CHILDHOOD HANDICAP 3 (2-1-0) Spring

Study of nature, needs, and implications of handicapped children in early childhood. Considers identification, differential diagnosis, consultative services, parent education and counseling, resource agencies, educational programs, curriculum, methods and materials. Emphasis on multi-disciplinary planning and research findings. Observations and child study included. Prerequisite: Sp.Ed. 101, 303, or instructor's permission.

SP.ED. 410 PROFESSIONAL SEMINAR 3 [2-0-0] Fall and Spring

General orientation and critiques concerned with classroom problems, study of school law and related legal developments, school organ-

ization and administration, the role of special education in this context. Current trends, issues, and professionalism are discussed.

SP.ED. 480-85 SPECIAL EDUCATION WORKSHOPS 1-6 Variable

Special workshop seminars designed to focus on contemporary trends, topics, and problems in the field of Special Education. Usually are specifically funded projects utilizing lectures, resourse speakers, team teaching, field experience, practicum, new media, and related techniques.

SP. ED. 490 LEARNING DISABILITIES 3 (3-0-0) Fall

Considers learning needs and problems of children with special learning disabilities in listening, thinking, speaking, reading, writing, spelling, and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings, emphasizing the multi-disciplinary approach. Development and evaluation of remedial procedures and materials with practical application. Prerequisites: Psy. 230, Ed. 301.

SP.ED. 497 INDEPENDENT STUDY

[See page 43 for course description.]

speech communication and theatre

The Communications Program at Mansfield State College is about people learning to understand themselves and others. Most of the problems facing the world today stem from a lack of effective communication. While solutions to these problems seem complex, they are possible when people learn how to communicate more effectively.

The Department serves four basic groups of undergraduate students:

1. Those who plan to go on to graduate work.
2. Those who plan to teach and direct Speech, Theatre, and English activities in the secondary school.
3. Those who wish a sound basic training in the area of communications who intend to pursue a career in activities related to the field.
4. Those who are simply in Speech Communication and/or Theatre as a humanistic discipline just as they might major in English or History.

Students may earn either Bachelor of Arts or the Bachelor of Science in Education degree depending upon their course of study. The career possibilities are varied and abundant. A major possibility is teaching in the secondary schools. It is required that any level student who plans to teach within the discipline on the secondary level must pursue the special course of study leading to certification in communications . Approved certification indicates that the recipient is qualified to teach Speech, Theatre, and English courses. Beyond the profession of teaching, career possibilities abound. Journalism, editing, sales, public relations demand direct application of communication skills. Many companies and corporations seek specialists with communications backgrounds. The specific skills stressed in communications programs are needed by almost all fields of employment.

The Speech Core Program for B.A. consists

of 15 credit hours of required courses including Public Speaking, Oral Interpretation, Voice and Articulation, Argumentation and Debate, and Communication Theory. Students who wish to pursue an emphasis in broadcasting within the Speech Communication major should take 21 credit hours of courses including Mass Media, Television Production, Television-Radio Program Design, Workshop in Radio and Television, Voice and Articulation, and Communication Theory, as well as specified writing courses such as Journalism, News Reporting, etc. The Speech B.S.E. Program requires, in addition to the above, 9 hours of elective courses in Speech on the 300-400 level as well as 12 hours of elective courses in Theatre.

The Theatre Core Program for the B.A. consists of 16 credit hours of required courses including Stagecraft, Acting Makeup, Directing, Theatre History, and Play Structure and Analysis. The Theatre B.S.E. Program requires in addition to the above, 9 hours of elective courses in Theatre on the 300-400 level as well as 12 hours of elective courses in Speech.

COURSE OFFERINGS IN SPEECH COMMUNICATIONS AND THEATRE

SPEECH 101 ORAL COMMUNICATION
3 (1-2-0) Fall and Spring

This course is required of all Mansfield students. Its objectives are to help the student to formulate his own ideas coherently, evaluate factual material and use sound reasoning patterns in his preparation and attempts to communicate concepts orally; to determine and select the most effective means of expressing himself in formal and informal speaking situations, and to recognize effective communication situations and be able to indicate the variables contributing to successful communication.

SPEECH 110 INTRODUCTION TO THEATRE
3 (3-0-0) Fall or Spring

A basic approach to theatre which consists of a survey of drama and the art and craft of the theatre. This course does not include practice in applied theatre. Recommended for non-majors.

SPEECH 200 ORAL INTERPRETATION
3 (1-2-0) Fall or Spring

An introductory course into the methods and presentation of oral readings of prose, dramatic literature and poetry. Practical experience in presentation of selections will be included. The student should be able to understand and appreciate oral interpretation as the communication of the reader's impression of the author's intent in a piece of literature. Prerequisite: Speech 101.

SPEECH 201 INTRODUCTION TO MASS MEDIA 3 (2-1-0) Fall or Spring

A course concerned with the application of modern mass media, its origin, history, theory, principles and philosophy to the areas of entertainment, instruction, and audience persuasion. Practical experience is provided for non-majors.

SPEECH 202 CREATIVE DRAMATICS
3 (1-2-0) Spring

A study of the theories and techniques and use of creative dramatics with children and young adults. Techniques will be of value for the teacher in the school, for church and community groups with entertainment and social development included in these areas. Recommended for non-majors.

SPEECH 203 VOICE AND ARTICULATION
3 (1-2-1) Fall and Spring

A study of the basic physiology of the speech mechanism, the processes of breathing, phonation, resonation, and articulation, and phonetic analysis and transcription, recordings and evaluations of the student's speech. Attention is given to the correction of

individual faults in voice and articulation habits. Prerequisite: Speech 101, Oral communication. Recommended for all students.

SPEECH 204 PUBLIC SPEAKING
3 (1-2-0) Fall

An advanced study of the construction preparation, and delivery of the basic types of speeches and their effect in public speaking situations. Prerequisite: Speech 101, Oral Communications.

SPEECH 206 FORENSICS 1 [0-0-1]

Designed for the student interested in intercollegiate debating and forensics. The theory and practice of competitive speaking, indebating, extemporaneous speaking, original oratory, interpretation and other forensic events. Spc. 206 may be repeated throughout the 8 semester sequence for 1 credit per semester. Prerequisite: Consent of the instructor.

SPEECH 210 STAGECRAFT 3 (1-0-3)
Spring

An introduction to the principles, procedures and techniques of theatrical production; including backstage organization and planning, construction, painting, rigging, and operation of scenic elements, and the use and operation of lighting equipment. Laboratories connected with the departments major productions encourage the student both to develop skills in the techniques of the theatre, and to see the contribution of various elements to the entire production.

SPEECH 211 THEATRE PRODUCTION WORKSHOP 1-4 [0-0-4]
Fall and Spring

Practical experiences in theatre production techniques with emphasis in scenery construction, painting, costumes, stage properties, lighting, publicity, and shop safety practices. Required for all theatre majors.

SPEECH 212 FUNDAMENTALS OF ACTING I
3 (1-0-3) Fall

A study of the basic teachniques and methods of acting. This course is designed for the beginning actor and no previous acting experience is necessary. The course begins with a physical approach to the art of acting designed to help the actor concentrate on, define, and control his physical reality. A detailed unit on role analysis furnishes a point of synthesis for skills developed.

SPEECH 213 FUNDAMENTALS OF ACTING II
3 (1-0-3) Spring

An extension of Speech 212, Fundamentals of Acting. Emphasis on scene study, rehearsal and performance techniques. Public performance is required in the final weeks of the course. Prerequisite: Speech 212.

SPEECH 214 MAKE-UP 1 (1-0-3) Fall

Practical course designed to familiarize the student with the basic principles and techniques of stage make-up. The student will become aware of the various types of make-up and how to apply it in order to enhance a dramatic characterization.

ED. 300 TEACHING SPEECH AND THEATRE IN THE SECONDARY SCHOOL
3 (1-2-0) Fall

This covers the objectives, status, and problems of speech; principles and methods of teaching Speech and Theatre units and courses; methods of developing a Speech and Theatre syllabus; the organization, direction, and presentation of the co-curricular Speech and Theatre activities.

SPEECH 301 RADIO-TELEVISION PROGRAM DESIGN
3 [2-0-1] Spring

A study of the theoretical and practical aspects of radio and television program conceptualization, scripting, production, presentation, and evaluation. Prerequisite: Spc 201 and consent of instructor.

SPEECH 305 DISCUSSION AND GROUP DYNAMICS 3 (1-2-0)
Fall, Alternate Years

A study of techniques and principles of discussion and its uses in our society for the purposes of investigation and problem solving. Practice in discussions (formal and informal) and in techniques of leadership. Prerequisite: Speech 101.

SPEECH 306 ARGUMENTATION AND DEBATE 3 (1-2-0)
Fall, Alternate Years

A study of theory, practice, history, principles, philosophy and uses of argumentation and debate, along with the application of basic logic and reason to argumentation and debate situations. Prerequisite: Speech 101.

SPEECH 308 READERS THEATRE 3 (1-2-0)
Fall or Spring, Alternate Years

A study of the techniques involved in the organization and presentation of Readers Theatre and Chamber Theatre productions. Performance, direction, and selection of materials is stressed. Prerequisite: Speech 200.

SPEECH 310 FUNDAMENTALS OF DIRECTING 3 (1-1-2) Spring

A basic approach to the principles and procedures of directing a play. Practical application through a student's directing of workshop scenes and a one-act play presented to a public audience. Prerequisite: Speech 210 and Speech 212.

SPEECH 311 STAGE COSTUMING
3 (2-0-2) Fall

Study and practice in the design and execution of costumes for the stage. The idea of costume as outward, visible extension of the human body and personality will carry through consideration of historical period, characterization, and various concepts of form and style. Prerequisite: Speech 210 or consent of instructor.

SPEECH 312 STAGE LIGHTING
3 (1-0-3) Spring

A study of the history and basic techniques of lighting for the stage. Lighting design and control are stressed. The student participates in lighting major productions. Prerequisite: Speech 210.

SPEECH 313 SCENE DESIGN
3 (1-1-2) Fall

Study and practice in the principles and techniques of scenic design in the modern theatre: (a) vision and imagination of the creative artist, (b) ingenuity and skills of the scenic artist, (c) knowledge and sense of the theatre and the relationship of the contribution of the scenic designer with those of the actor, director, and playwright. Prerequisite: Speech 210.

SPEECH 314 SURVEY OF THEATRE HISTORY
3 (3-0-0) Fall

A study of the development of the theatre from its primitive origins to recent movements in the 20th century.

SPEECH 400 COMMUNICATION THEORY
3 (1-2-0) Spring

An investigation and study of theories of communicology, communication barriers, relationship between signs, symbols and the communication process. Introduction to general semantics, systems analysis, general systems theory and a study of the English language as they relate to the study of human communication.

SPEECH 401 PERSUASION 3 (1-2-0) Spring, Alternate Years

A study of the psychology of persuasion and its use in a free society. The use of propaganda and its affect on our daily living. To prepare the student to evaluate persuasive messages, to use persuasion effectively, and to appreciate the ethics of persuasion.

SPEECH 403 CRITICAL SURVEY OF PUBLIC ADDRESS 3 (2-1-0) Spring, Alternate Years

An analysis of outstanding speeches focusing on rhetorical theory and its development. The student will be able to understand and appreciate the history or oratory, rhetorical criticism, and public address.

SPEECH 405 CREATIVITY IN THE RELATED ARTS 3 (1-2-0) Summer *

This course combines a philosophical approach to the creative process which dominates the related arts field with arts experiences using color, movement, sound, form and space. The student will develop an understanding of the creative process and of aesthetic principles in his environment.

SPEECH 410 PLAY PRODUCTION 3-18 (0-0-8) Summer

A summer practicum in theatre. Students may enroll for six summer sessions of 3 credit hours each. A fundamental approach to the production aspects of dramatic art. Practical application of essential aspects of play production will be stressed through student involvement in actual summer theatre productions. This course is especially recommended for those who wish the experience of total involvement in the theatre production process.

SPEECH 414 THE MUSICAL THEATRE 3 (1-1-2) Fall

A study of America's most unique contribution to world theatre. The history, problems of staging, acting, and stagecraft of this great art form will be stressed. Prerequisite: Speech 310 and/or consent of the instructor.

SPEECH 417 PLAY STRUCTURE AND ANALYSIS 3 (2-1-0) Spring

A study of dramatic literature through analysis of selected plays and their significance in the development of the dramatic form. Each play will be studied for the realization of the social and cultural conditions in which the playwright lived and worked along with an investigation into his intent and craft. Prerequisite: Speech 314.

SPEECH 418 PLAYWRITING 3 (1-1-2) *

A study of the principles and theories of dramatic structure along with practice in writing for the stage. Prerequisites: Speech 310, 314, 417 and/or consent of instructor.

SPEECH 402/505 WORKSHOP IN SPEECH COMMUNICATION AND THEATRE 3 (1-2-2) Summer *

A special two or three week concentrated summer workshop course in current techniques related to general and specific communication situations through classroom experiences provided by direct contact between experts in communications and workshop student. The course provides for innovative instructional procedures through team teaching and interdisciplinary approaches.

SPEECH 450 SPECIAL PROJECTS IN SPEECH AND THEATRE 1-3 (Arranged) Fall and Spring

Individual projects designed for advanced students in Speech and Theatre under the supervision of a faculty member in the department.

SPEECH 497 INDEPENDENT STUDY

(See page 43 for course description.)

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Allen, Elizabeth S.
M.A., Columbia University
Retired 1959

Beyer, Leonard K.
M.S., Cornell University
Retired 1962

Billings, Ruth M.
M.A., Teachers College, Columbia University
Retired 1974

Bone, Margaretta M.
Ed.D., New York University
Retired 1970

Borkey, Florence
M.A., Teachers College, Columbia University
Retired 1974

Foreman, J. B.
M.A., Pennsylvania State University
Retired 1970

De Priest, E. Raleigh
M.A., University of Michigan
Retired 1975

Francis, Bertram
M.M., Northwestern University
Retired 1974

Gordon, Clarissa Randall
M.A., New York University
Retired 1961

Heltibridle, Mary E.
Ed.D., The George Washington University
Retired 1971

Hendricks, Enid L.
M.S., University of Boston
Retired 1966

Hunsicker, Clarence L.
D.Ed., Pennsylvania State University
Retired 1973

Lewis, Christine S.
M.M., Northwestern University
Retired 1970

Lloyd, S. Manford
M.A., Teachers College, Columbia University
Retired 1971

Lunn, Leon E.
M.Ed., St. Bonaventure University
Retired 1975

Lutes, Helen D.
M.Ed., Pennsylvania State University
Retired 1974

Marsh, Edna P.
M.A., Teachers College, Columbia University
Retired 1954

Marsh, Ruth H.
M.A., Columbia University
Retired 1973

Marvin, Kimble
M.A., New York University
Retired 1959

Morales, Elizabeth
M.A., Teachers College, Columbia University
Retired 1961

Mutchler, Clarence E.
D.Ed., Pennsylvania State University
Retired 1969

O'Brian, Margaret
M.A., McGill University
Retired 1954

Powell, Maryon Farrer
M.A., Teachers College, Columbia University
Retired 1961

Rockwell, Bertha Palmer
B.S. Lib., Millersville State College
Retired 1958

Snively, Laurence
Ed.D., University of Colorado
Retired 1974

Swan, Elizabeth
Ph.D., University of Virginia
Retired 1963

Wilson, Richard M.
D.Ed., Pennsylvania State Univerisyt
Retired 1975

Park, Lawrence, 1968 — President
Ed.D., New York University

Achey, LesErik B., 1970 — Library
Assistant Professor
M.S., Drexel University

Barlow, Arthur H., 1970 — English
Assistant Professor
M.A., University of Washington

Baynes, John H., 1947 — Music
Professor
Mus. A.D., Boston University

Beck, Larry J., 1968 — Secondary Education
Associate Professor
M.S.Ed., Indiana University

Beisel, William H. 1972 — Dean of Continuing Education
Professor
D.Ed., Pennsylvania State University

Bencetic, Stephen T., 1951 — Art
Professor
D.Ed., Pennsylvania State University

Bennett, Marion S. 1951 — Elementary Education
Associate Professor
M.A., Columbia University

Berglund, Nina F., 1967 — Library
Assistant Professor
M.S.L.S., University of New York at Albany

Bickham, Stephen H., 1970 — Philosophy
Associate Professor
Ph.D., Southern Illinois University

Biddison, Larry T., 1969 — English
Associate Professor
Ph.D., Louisana State University

Blais, Ellen A. 1968 — English
Assistant Professor
M.A., University of Chicago

Blais, Wilfred A., 1964 — English
Associate Professor
M.A., University of Connecticut

Bluhm, George P., 1952 — Secondary Education
Professor
D.Ed., Pennsylvania State University

Bogart, William F., 1967 — Chairperson
Associate Professor — Foreign Languages
A.M., Middlebury College

Borodkin, Irwin, 1966 — Music
Associate Professor
M.A., Teachers College, Columbia

Borodkin, Pauline K., 1967 — Library
Assistant Professor
M.L.S., University of Southern California

Borsheim, David, 1973 — Music
Assistant Professor
M.M., University of Cincinnati

Brace, Mary M., 1964 — Home Economics
Professor
D.Ed., Pennsylvania State University

Bragg, Charles, 1971 — Secondary Education
Associate Professor
Ed.D., Ball State University

Breniman, Emery R., 1968 — Special Education
Professor
D. Ed., Pennsylvania State University

Bridgman, Robert J., 1963 — Mathematics
Professor
M.A., University of Michigan

Briggs, Beverly A., 1971 — Home Economics
Assistant Professor
M.A., University of Illinois

Brown, E. Edward, 1971 — Music
Associate Professor
M.A., Converse College

Brown, Steven D., 1974 — Home Economics
Instructor
M.Ed., Eastern Illinois University

Brubaker, Nancy, 1971 — Special Education
Assistant Professor
M.A., Bloomsburg State College

Burkett, George I., 1969 — French
Associate Professor
M.A., University of Oklahoma

Callay, Brigitte, 1972 — French
Assistant Professor
M.A., University of Delaware

Campbell, Douglas S., 1969 — English
Assistant Professor
M.A., Brown University

Cecere, James G., 1967 — Art
Professor
D.Ed., Pennsylvania State University

Chase, Ted H., 1975 — Student Activities, Coordinator
M.Ed., North Texas State Univ.

Clark, Owen A., 1966 — Mathematics, Chairperson
Associate Professor
M.A.T., Brown University

Condon, Richard W., 1970 — History
Professor
Ph.D., University of Minnesota

Costello, Thomas J., 1959 — Director, Career
Assocaite Professor — Counseling & Placement
M.S., Bucknell University

Darby, David J., 1972 — Geography & Regional
Associate Professor — Planning
Ph.D., Pennsylvania State University

Darnton, Donald C., 1973 — Vice President for
Professor — Academic Affairs
Ph.D., The University of Michigan

Dart, Bruce, 1973 — Assistant to the Director, Public Relations
Instructor
B.A., Mansfield State College

Davidson, Murray E., 1968 — Health & Physical Education
Assistant Professor
M.Ed., Western Maryland College

Davis, Bruce, 1963 — Phyics
Associate Professor
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DeGenaro, Arthur P., 1969 — Health & Physical Education, Chairperson
Professor
Ph.D., Ohio State University

Dennis, Larry R., 1969 — English
Associate Professor
Ph.D., Pennsylvania State University

DiBiase, Elaine R., 1969 — Assistant to theVice President, Academic Affairs
M.A., University of Wisconsin

Dick, David J., 1966 — Music
Associate Professor
M.M., Butler University

Dilg, G. Robert, 1971 — History
Associate Professor
M.A., University of California

Donahue, M. Martha, 1971 — Library
Associate Professor
M.A., Indiana University

Dowling, John, 1970 — Physics
Professor
Ph.D., Arizona State University

Doyle, John, 1947 — Music
Professor
Ph.D., New York University

Dyck, Kathryn M., 1967 — Music
Assistant Professor
M.A., University of Pennsylvania

Engel, Wellington C., 1969 — Mathematics
Associate Professor
M.A., University of Kansas

Espino, Josefina I., 1966 — Spanish
Assistant Professor
Doctor en Filosofia and Doctor en Pedagogogia, University of Havana

Evans, Clarice S., 1970 — Library
Instructor
M.L.S., State Univ. College of Arts and Sciences, Geneseo

Evans, Leslie D., 1967 — Secondary Education, Chairperson
Assistant Professor
M.Ed., Pennsylvania State University

Feil, Richard N., 1968 — Psychology
Associate Professor
Ph.D., The Catholic University of America

Finley, Richard E., 1966 — Secondary Education
Professor
D.Ed., Pennsylvania State University

Flaks, Charles E., 1973 — Speech, Communications & Theatre
Assistant Professor
M.F.A., Brandesis University

Forbes, Edward J., 1974 — Psychology
Assistant Professor
Ph.D., West Virginia University

Frombach, Ernest W., 1968 — Art
Associate Professor
M.Ed., Indiana University of Pennsylvania

Garvelli, Ralph J., 1968 — Secondary Education
Assistant Professor
M.Ed., Indiana University of Pennsylvania

Gassner, Edward B., 1970 — Biology
Professor
Ph.D., University of Rochester

Gaydos, Mary Ann, 1964 — Home Economics
Associate Professor
D.Ed., Pennsylvania State University

George, Arnold, 1968 — Chemistry
Associate Professor
Ph.D., University of Massachusetts

Gertzman, Jay, 1968 — English
Associate Professor
Ph.D., University of Pennsylvania

Glimm, James Y., 1968 — English
Associate Professor
Ph.D., University of Texas

Goff, Ralph C., 1969 — Biology
Associate Professor
Ph.D., St. Bonaventure University

Goode, William M., 1962 — Music
Professor
Ph.D., Indiana University

Grace, Joel E., 1969 — Psychology
Associate Professor
Ph.D., University of Waterloo, Canada

Griffing, Carl K., 1969 — Elementary Education
Assistant Professor
M.S., Cortland State College

Hafer, Paul C., 1967 — Secondary Education
Associate Professor
D.Ed., Ball State University

Halchin, Lilla C., 1965 — Home Economics
Professor
Ph.D., Pennsylvania State University

Halchin, Matthew, 1965 — Psychology
Associate Professor
D.Ed., Pennsylvania State University

Hall, Russell J., 1968 — Biology
Associate Professor
Ph.D., University of Kansas

Harrison, Stanley R., 1970 — English
Professor
Ph.D., Michigan State University

Hartman, John A., 1967 — Chemistry,
Professor — Chairperson
Ph.D., Wayne State University

Heaps, John C., 1959 — Elementary Education
Professor
D.Ed., Pennsylvania State University

Heck, Richard A., 1970 — Secondary Education
Associate Professor
Ed.D., University of Miami

Heverly, Robert E., 1963 — Mathematics
Associate Professor
M.S., Bucknell University

Hill, Peter W., 1961 — Economics
Assistant Professor
A.M., Bradley University

Hill, W. Kent, 1967 — Music
Professor
A.M.D., Eastman School of Music

Hindman, Ira, 1967 — English,
Associate Professor — Assistant Chairperson
Ph.D., Louisiana State University

Hindman, Kathleen, 1967 — English
Assistant Professor
M.A., Louisana State University

Holley, John A. — Public Relations, Director
B.A., North Carolina Central University

Honeywell, Lawrence R., 1967 — Biology
Associate Professor
V.M.D., University of Pennsylvania

Howard, Patricia C., 1974 — Speech, Communication & Theatre
Assistant Professor
Ph.D., Florida State University

Howland, Norma S., 1967 — Home Economics
Assistant Professor
M.A., Syracuse University

Hulbert, Stephen T., 1972 — Assistant to the President
Assistant Professor
Ed.D., State University of New York, Albany

Hunter, Lissa A., 1971 — Art
Assistant Professor
M.F.A., Indiana University

Iovino, David, 1967 — Spanish
Assistant Professor
M.A., Duquesne University

Irwin, Robert S., 1970 — Health & Physical Education
Assistant Professor
M.Ed., Toledo University

Jacoby, Gertrude, 1974 — Home Economics
Associate Professor
Ph.D., Cornell University

Jarmon, Amy L., 1973 — Assistant Director, Financial Aid
Instructor
M.Ed., Boston University

Jeffers, Verne G., 1968 — Elementary Education
Professor
Ed.D., State University of New York, Albany

Johnson, Robert A., 1969 — Elementary Education
Professor
Ph.D., Cornell University

Johnson, Walter M., 1974 — Director, Testing & Counseling
Associate Professor
Ph.D., Colorado State College

Jones, Eugene, 1956 — Music
Professor
M.M., Eastman School of Music

Jones, Margaret, 1966 — Infirmary Supervisor, Public School Nursing
Assistant Professor
M.S., Elmira College

Kain, Jay, 1973 — Chairperson, Art
Associate Professor
Ph.D., University of Minnesota

Karell, Sven O., 1970 — Library
Assistant Professor
M.A.L.S., University of Michigan

Kasambira, Daniel P., 1973 — Sociology & Anthropology
Associate Professor
Ph.D., Case Western Reserve

Keene, James, 1967 — Chairperson, Music
Professor
Ph.D., University of Michigan

Kelchner, Rodney C., 1964 — Student Affairs, Dean of Students
Associate Professor
M.S., Bucknell University

Keller, Katherine, 1953 — Home Economics, Assist. Chairperson
Associate Professor
M.S., Pennsylvania State University

Keller, Peter A., 1974 — Psychology
Assistant Professor
Ph.D., University of Miami

Kellerman, Jeanne M., 1949 — Elementary Education
Associate Professor
M.Ed., Pennsylvania State University

Kemper, Marjorie B., 1965 — Music
Assistant Professor
M.M.E., Indiana University

Kemper, Richard, 1965 — Music
Associate Professor
M.M.E., Indiana University

Kennedy, Janice M., 1965 — Home Economics
Assistant Professor
M.S., Cornell University

Kjelgaard, Alfred, 1956 — Mathematics
Associate Professor
M.Ed., Pennsylvania State University

Klempner, Jack, 1973 — Criminal Justice Administration
Associate Professor
MPA, University of So. California

Klopp, Victor, 1973 — Library
Associate Professor
M.A.L.S., University of Wisconsin

Kochan, John, Jr., 1975 — Health and Physical Education
Instructor
M.A., University of Maryland

Kollar, Francis, 1966 — Assistant Director, Career Planning & Placement
Assistant Professor
M.Ed., Millersville State College

Koloski, Bernard J., 1964 — English
Associate Professor
Ph.D., University of Arizona

Kovich, John T., 1966 — Special Education
Associate Professor
M.Ed., Lehigh University

Kuhn, Eleanor W., 1972 — Elementary Education
Associate Professor
M.L.S., University of Pittsburgh

Kuster, Catherine M., 1954 — Elementary Education
Assistant Professor
M.Ed., Pennsylvania State University

Lapps, A. Vernon, 1968 — Speech, Communication & Theatre
Associate Professor
Ph.D., Ohio University

Lamb, Charles, 1975 — Residence Life, Assistant Director
M.A., State Univ. of New York, Albany

Largey, Gale P., 1970 — Sociology & Anthropology
Associate Professor
Ph.D., State University of New York, Buffalo

Leiboff, Michael, 1968 — Speech, Communication & Theatre
Assistant Professor
M.A., University of Nebraska

Linck, Sandra, 1971 — Home Economics
Assistant Professor
M.A., Kansas University

Lipp, Susanne, 1973 — Foreign Languages
Assistant Professor
M.A., Boston University

Little, John B., 1968 — Music
Professor
D.M.A., Eastman School of Music

Little, Marie, 1968 — Government & Politics, Chairperson
Associate Professor
M.A., University of New Hampshire

Loomis, Thomas H., 1971 — Art
Instructor
B.F.A., Wayne State University

Luce, Philip, 1967 — Geology
Associate Professor
M.A., New York University

Lukasz, Elena, 1964 — History
Associate Professor
M.A., University of Chicago

Lupkowski, Elizabeth, 1965 — Home Economics
Instructor
B.S., College Misericordia

Larsen, Peter, 1974 — Residence Life, Assistant Director
M.A., Bowling Green State University

Lamb, Charles, 1975 — Assistant Dean in Residence
M.A., State University of New York, Albany

MacCain, Donald C., 1966 — Geography & Regional Planning
Associate Professor
M.Ed., West Chester State College

Mahoney, Nora B., 1967 Secondary Education
Associate Professor
D.Ed., Pennsylvania State University

Malloy, Betty, 1975 Upward Bound Program,
Instructor Director
M.S., Elmira College

Maresco, Joseph, 1972 Residence Life,
Assistant Professor Director
M.S., State University of New York, Albany

Martin, Helen B., 1967 Home Economics
Assistant Professor
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Mason, Bobbie, 1972 English
Assistant Professor
Ph.D., University of Connecticut

Mason, Richard F., 1962 Physics
Associate Professor Planetarium Director
M.Ed., University of New Hampshire

Matthews, A. Thomas, 1971 Sociology &
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Ph.D., Cornell University

Maxson, Robert T., 1967 Health & Physical
Assocciate Professor Education
M.A., George Peabody College

McCullers, Margaret, 1974 EEOP,
Instructor Counselor
M.Ed., Antioch Grad. School of Education

McMullen, Janet, 1965 Home Economics,
Associate Professor Chairman
D.Ed., Pennsylvania State University

Medina, Barbara, 1975 Computer Educational
Center, Director
M.S., New York University

Meyer, Kenneth A., 1972 Biology
Assistant Professor
Ph.D., Univ. of North Carolina

Miller, George., E., 1970 Vice Prsident for
Professor Administrative Affairs
Ed.D., University of Maryland

Miller, Mildred M., 1951 Director,
Professor Student Teaching
Ed.D., Pennsylvania State University

Mitchell, John P., 1967 Psychologu
Associate Professor
M.A., Teachers College, Columbia University

Monaghan, John R., 1969 Music
Assistant Professor
M.M., Duquesne University

Morrison, Natalie, 1968 Art
Assistant Professor
M.Ed., Pennsylvania State University

Moser, Ethel M., 1962 Health & Physical
Assistant Professor Education
M.S., Bucknell University

Mullen, George H., 1969 Physics, Chairperson
Professor
Ph.D., Syracuse University

Mumma, Jacques D., 1967 Mathematics
Associate Professor
M.A., Pennsylvania State University

Murphy, Robert, 1965 Government & Politics
Associate Professor
M.A., Villanova University

Musselman, Kenneth AS., 1970 Secondary
Assistant Professor Education
M.Ed., Bucknell University

Neff, Winifred, 1966 English
Associate Professor
M.Ed., Pennsylvania State University

Nesbit, Larry L., 1970 — Library
Assistant Professor
M.L.S., University of Pittsburgh

Newman, Ira P., 1972 — Philosophy
Assistant Professor
M.A., Columbia University

Nipp, Deanna, 1975 — Library
Assistant Professor
M.L.S., Pratt Instu.itute

Norager, Thomas L., 1975 — Music
Assistant Professor
M.S., Queens College

O'Rourke, Paul A., 1970 — History
Associate Professor
Ph.D., University of Notre Dame

Owens, Konrad, 1966 — Music
Assist[X]nt Professor
M.M., Michigan State University

Parks, Arlie M., 1966 — Speech,
Associate Professor — Communication & Theatre
M.A., Pennsylvania State University

Paskvan, Barbara, 1970 — Residence Life,
Instructor — Associate Director
M.S., Miami University

Paskvan, Raymond F., 1968 — History,
Associate Professor — Chairperson
Ph.D., University of Minnesota

Peltier, David P., 1967 — Dean of the Graduate School
School of Fine & Applied Arts, Interim Dean,
Professor — Summer Sessions, Director
Ph.D., University of Delaware

Pfaadt, William C., 1965 — History
Associate Professor
M.A., Allegheny College

Pfluger, Luther W., 1969 — Elementary
Professor — Education, Chairperson
Ed.D., Columbia University

Piellusch, Frederick, 1966 — Geography &
Associate Professor — Regional Planning
M.A., University of Oregon

Pien, Shu-hsien, 1970 — Library
Assistant Professor
M.L.S., University of Pittsburgh

Pincus, Michael, 1972 — School of Arts &
Professor — Sciences, Dean
Ph.D., University of North Carolina

Porter, Terry, 1972 — English
Instructor
M.F.A., The John Hopkins University

Powell, Manley J., 1964 — Chemistry
Professor
Ph.D., Michigan State University

Prutsman, Thomas D., 1969 — Psychology
Professor
Ph.D., Florida State University

Putt, Robert C., 1967 — Elementary
Associate Professor — Education
M.S., State University of New York, Fredonia

Ramos, John G., 1973 — Special Education
Instructor
M.Ed., Penn State University

Rausch, Helen, 1972 — Elementary
Assistant Professor — Education
M.A., Teachers College, Columbia

Rawlings, Roger, 1971 — English
Instructor
M.A., University of Connecticut

Remy, Ronald E., 1965 — Director, A. V. Material
Associate Professor — Center
M.A., West Virginia University

Revere, Robert B., 1966 Criminal Justice
Professor Administration, Chairperson
Ph.D., New York University

Revere, Virginia L., 1967 Psychology
Associate Professor
Ph.D., University of Chicago

Roberts, Esther C., 1966 Director,
Instructor Financial Aid
A.B., Vassar College

Robinson, Mary L., 1972 Elementary
Associate Professor Education
Ed.D., State University of New York, Buffalo

Rose, Jeanette, 1967 Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Rudy, June D., 1967 Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Rusk, Wayne, 1963 Music
Associate Professor
M.M., Cincinnati College, Conservatory of Music

Russell, David H., 1971 Special Programs,
Assistant Professor Director
B.S., Mansfield State College

Ryan, Edward S., 1975 Criminal Justice
Associate Professor Administration
M.A., State University of New York, Albany

Ryan, Thomas J., 1973 Music
Instructor
M.M., Ohio State University

Rychak, Jean, 1970 Music
Assistant Professor
M.M., Indiana University

Sabol, Bernard S., 1969 Health &
Assistant Professor Physical Education
M.A., Allegheny College

Salter, Sterling, 1972 Counselor,
Assistant Professor Counseling and
M.A., University of Utah Testing Center

Sanders, Walter G., 1967 English
Associate Professor
M.A., University of Wisconsin

Sandor, Edward P., 1974 Music
Assistant Professor
M.S., Univ. of Illinois

Saveson, John E., 1966 English, Chairperson
Professor
Ph.D., University of Cambridge

Scheer, Ronald, 1967 English
Associate Professor
Ph.D., University of California, Los Angeles

Schein, Pauline, 1974 Counselor,
Instructor Counseling and
M.S., Univ. of Bridgeport Testing Center

Schintzius, A. Hugh, 1972 Director of
Assistant Professor Recreation
M.Ed., West Chester State College

Schmid, Angeline, 1962 Music
Assistant Professor
M.M., University of Colorado

Schmid, William, 1965 Chemistry
Professor
Ph.D., University of Colorado

Schwartz, Harold E., 1971 Director of
Associate Professor Institutional Planning
M.A., University of Maryland

Scott, Robert, 1971 Vice President for
Professor Student Affairs
Ed.D., University of Nebraska

Sefler, George F., 1969 Philosophy, Chairperson
Associate Professor
Ph.D., Georgetown University

Seidel, Charles, 1967 — Psychology,
Professor — Chairperson
Ph.D., University of Liverpool

Serine, Enrico A., 1970 — Assistant Dean of
Assistant Professor — Admissions
M.Ed., Shippensburg State College

Sexauer, Celeste, 1975 — EEOP,
Instructor — Reading Specialist and
Tutorial Coordinator
M.Ed., Edinboro State College

Shaw, Henry A., 1966 — Health &
Assistant Professor — Physical Education
M.S., Ithaca College

Shaw, Mary Lou P., 1967 — Health &
Assistant Professor — Physical Education
M.S., Ithaca College

Sheaffer, Avery, 1963 — Sociology &
Associate Professor — Anthropology
M.A., American University

Shick, Richard L., 1964 — Special Education,
Professor — Chairperson
D.Ed., Pennsylvania State University

Shimer, Helen P., 1966 — Home Economics
Professor
Ph.D., Purdue University

Sidler, Jack, 1967 — Chemistry
Professor
Ph.D., State University of New York, Buffalo

Simonis, James, 1966 — Director, College
Instructor — Libraries
M.L.S., Pratt Institute

Slabey, Theodore, 1972 — Information
Associate Professor — Processing
M.E.A., George Washington University

Smichowski, Vincent P., 1965 — Biology
Professor
D.Ed., Pennsylvania State University

Spahija, Miftar, 1968 — French
Associate Professor
Dottore in Lettere, University of Turin, Italy

Sprunger, Ronald L., 1973 — Music
Assistant Professor
M.A., Kent State University

Stabler, M. Louise, 1969 — Elementary
Professor — Education
D.Ed., Lehigh University

Stanley, Donald A., 1966 — Music
Associate Professor
M.F.A., Ohio University

Stearns, David — Dean of Admissions
M.A., Adams State College

Stich, Thomas F., 1969 — Special Education
Professor
D.Ed., Pennsylvania State University

Sullivan, Peter, 1971 — German
Assistant Professor
M.A., The Joh Hopkins University

Swinsick, Robert E., 1968 — Dean,
Professor — School of Teacher Education
Ed.D., Pennsylvania State University

Talbot, Richard N., 1967 — Music
Associate Professor
M.M.E., Drake University

Tesman, Solomon, 1966 — History
Associate Professor
M.A., University of California at Berkley

Thomas, Samuel D., 1968 — Art
Assistant Professor
M.Ed., Pennsylvania State University

Tillinghast, John K., 1970 — Speech,
Professor — Communication & Theatre
Ph.D., Indiana University — Chairperson

Tolosky, Amelia S., 1966 Home Economics
Assistant Professor
M.S., State University of New York at Plattsburgh

Trindell, Roger T., 1970 Geography & Regional
Professor Planning, Chairperson
Ph.D., Louisana State University

Trowbridge, Mary Lee, 1968 Home Economics
Assistant Professor
M.Ed., Pennsylvania State University

Turner, Albert M., 1969 Library
Associate Professor
M.L.S., Columbia University

Uffelman, Larry K., 1969 English
Associate Professor
Ph.D., Kansas State University

Unger, Robert W., 1965 History
Professor
Ph.D., Ball State University

Vayansky, Michael E., 1966 Physics
Associate Professor
M.A., Kent State University

Vespa, Angelo D., 1965 History
Associate Professor
M.A., Pennsylvania State University

Vroman, Leslie P., 1966 Elementary
Associate Professor Education
Ph.D., Sarasota University

Walker, John R., 1970 Mathematics
Professor
Ph.D., Syracuse University

Wanich, William, 1966 Director,
Assistant Professor Scheduling & Records
M.S., Bucknell University

Weed, Charels E., 1967 Biology, Chairperson
Professor
D.Ed., Pennsylvania State University

Werner, Stanley E., 1967 Mathematics
Associate Professor
M.A., Pennsylvania State University

Wetherbee, William B., 1965 Mathematics
Associate Professor
M.A., University of Illinois

Wilcox, Jack M., 1956 Music
Associate Professor
M.M., University of Michigan

Williamson, James E., 1973 Elementary
Associate Professor Education
D.Ed., University of Arizona

Wilson, Edward, W., 1966 Health & Physical
Associate Professor Education
M.S., West Virginia University

Witherow, Dale, 1966 Art
Assistant Professor
M.F.A., Instituto Allende, Mexico

Wooley, Robert, 1971 History
Assistant Professor
Ph.D., University of North Carolin

Wunderlich, Charles, 1964 Music
Professor
Ph.D., University of Michigan

Wunderlich, Joyce C., 1965 Music
Associate Professor
M.S., Ithaca College

Wydra, Dennis J., 1969 Secondary Education
Assistant Professor
D.Ed., Temple University

Young, Gladys B., 1964 Biology
Associate Professor
M.S., Bucknell University

Young, Willie J., 1973 Residence Life,
Instructor Assistant Director
M.A., Bowling Green State University

Zdzinski, Edwin E., 1966 — Music
Professor — Assistant Chairperson
Ed.D., Columbia University

Zegalia, Sharon M., 1974 — Health & Physical Education
Instructor
M.Ed., East Stroudsburg State College

Zinchini, Joyce T., 1972 — Special Education
Assistant Professor
M.S., Indiana University of Pennsylvania

Zujkowski, Stanley F., 1969 — Art
Assistant Professor
M.S., Alfred University

Zulak, Edward J., 1961 — German
Associate Professor
M.Ed., University of Pittsburgh

PRELIMINARY APPLICATION FORM

DIRECTOR OF ADMISSIONS
MANSFIELD STATE COLLEGE
MANSFIELD, PA. 16933

1 SOCIAL SECURITY NO. | 2 FI | 3 AS | 4 SEX

5 STUDENTS LAST NAME

6 FIRST NAME AND MIDDLE INITIAL

7 HOME TELEPHONE NUMBER

8 STREET ADDRESS (LINE 1)

9 STREET ADDRESS (LINE 2)

10 CITY OF RESIDENCE | 11 STATE

12 ZIP CODE | 12A COUNTY CODE

13 NAME OF HIGH SCHOOL ATTENDED

14 H.S. CEEB CODE

15 HIGH SCHOOL CITY AND STATE

16 H.S. ZIP CODE

17 GRAD. DATE | 18 H.S. COUNTY

19 DATE OF BIRTH | 20 LAST INST. | 21 NO INST. | 22 MILT. | 23 EXPECT ENTRY | 24 CURRICULUM

25 PA | 26 SCHOOL | 27 DORM. | 28 DINING | 29 MART.

TO BE EVALUATED FOR ADMISSION TO MANSFIELD STATE COLLEGE SUBMIT THIS FORM WITH A TEN DOLLAR ($10) APPLICATION FEE TO THE DIRECTOR OF ADMISSIONS. MAKE CHECK OR MONEY ORDER PAYABLE TO 'COMMONWEALTH OF PENNSYLVANIA.'

INSTRUCTION SHEET FOR COMPLETING PRELIMINARY APPLICATION

Please read the following instructions carefully prior to completing the preliminary application form. Take note that each set of blocks on the preliminary application form has a number appearing above and to the right of it. The instructions below are numbered to correspond with the numbers on the application form.

---

1. **SOCIAL SECURITY NUMBER.** Complete this entry by filling in your social security number. You must have a social security number or your application cannot be processed.
2. **FIRST INITIAL.** Enter the first initial of your first name.
3. **ADMISSION STATUS.** Enter one of the following codes:
   1) If you are submitting your initial application to Mansfield and did not attend any other college or university.
   2) If you wish to enter as a transfer student and have been registered in another institution of collegiate rank.
   3) If you are applying for readmission to Mansfield being that you registered here previously.
   4) If you will be working toward permanent certification.
   *5) If you possess a non-teaching degree and will be working toward certification.
   *6) If you are working for additional certification.
   7) If you are taking courses for personal enrichment.
   8) If you are taking courses for transfer credits at another institution of collegiate rank.
   9) If you are a high school honor student taking college work.

   * Please note if your admission status is 5 or 6 do not complete items 13 through 18 that pertain to high school.
4. **SEX.** Enter an "F" if female or "M" if male.
5. **LAST NAME.** Beginning in the left most block enter your last name — one character per block.
6. **FIRST NAME/MI.** Beginning in the left most block enter your first name and middle initial.
7. **HOME PHONE NUMBER.** Enter your area code and phone number.
8. **STREET ADDRESS — LINE 1.** Beginning in the left most block enter the apartment number or box number of your residence.
9. **STREET ADDRESS — LINE 2.** Beginning in the left most block enter the street address of your residence.
10. **CITY.** Enter the name of the city in which you reside.
11. **STATE.** Enter the two character postal code of your home state as reflected on state code list immediately following these instructions.
12. **ZIP CODE.** Enter the zip code of your residence.

12A. **COUNTY CODE.** If your residence is in Pennsylvania, enter the appropriate three digit county code. County codes immediately follow these instructions.

13. **NAME OF HIGH SCHOOL.** Beginning in left most block enter the name of the high school you last attended.

14. **H.S. CEEB CODE.** Enter the six digit college board code assigned to the high school you attended.

15. **CITY AND STATE OF H.S.** Enter the city and state in which the high school listed above is located.

16. **HIGH SCHOOL ZIP CODE.** Enter the high school zip code.

17. **HIGH SCHOOL GRADUATION DATE.** Month and year you graduated from high school (e.g., 0670).

18. **HIGH SCHOOL COUNTY CODE.** If the high school listed above was in Pennsylvania enter the appropriate three digit county code. County codes immediately follow these instructions.

19. **DATE OF BIRTH.** Month/day/year you were born (e.g., 012150).

20. **TYPE OF LAST INSTITUTION.** Enter the code that applies to the last institution you attended. Code may be found immediately following these instructions.

21. **NUMBER OF INSTITUTIONS ATTENDED.** Enter the number of institutions you attended that were of collegiate rank.

22. **MILITARY STATUS.** Enter the codes that are listed immediately after these instructions. If you are female please leave this entry blank.

23. **EXPECTED ENTRY DATE.** Enter the month and year you expect to enter Mansfield State College.

24. **AREA OF INTEREST.** With the exception of Art, Home Economics, Library Science, and Music degree candidates, all students will be admitted to the College as undesignated majors and will choose their area of specialization with entrance to the upper division. Faculty advisors in various areas, however, can now be assigned for academic counseling purposes to help with long and short range educational goals. Enter one of the two-digit area of interest codes found immediately following these instructions.

25. **FINANCIAL ASSISTANCE.** Enter a "Y" if your attendance at Mansfield State College is even slightly dependent on financial assistance. Enter an "N" if it is not.

26. **SCHOLARSHIP.** Enter a "Y" if you will be entering on a scholarship, an "N" if you are not.

27. **DORM.** Enter a "Y" if you wish to live in a dorm while attending Mansfield State College, or an "N" if you do not.

28. **DINING.** Enter a "Y" if you wish to dine on campus, or "N" if you do not.

29. **MARITAL STATUS.** Enter one of the codes that are found immediately following these instructions.

CODE DEFINITIONS

STATE CODES

ALASKA	AK
ALABAMA	AL
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
CANAL ZONE	CZ
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DIST. OF COL.	DC
FLORIDA	FL
GEORGIA	GA
GUAM	GU
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NB
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
OHIO	CH
OKLAHOMA	OK
OREGON	OR
PENNSYLVANIA	PA
PUERTO RICO	PR
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGINIA	VA
VIRGIN ISLAND	VI
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI

TYPE INSTITUTION CODES

HIGH SCHOOL	1
COMMUNITY COLLEGE	2
JUNIOR COLLEGE	3
COLLEGE (4 YEAR)	4
TRADE SCHOOL	5
UNIVERSITY	6
GRADUATE SCHOOL	7
PROFESSIONAL SCHOOL	8

MARITAL STATUS

SINGLE	S
MARRIED	M

MILITARY STATUS

NON-VETERAN	1
ACTIVE RESERVE	2
INACTIVE RESERVE	3
MILITARY OBLIGATION COMP.	4
ACTIVE SERVICE	5

AREA OF INTEREST CODES

*01	ART EDUCATION
02	BIOLOGY
03	CHEMISTRY
*04	EARTH AND SPACE SCIENCE
*05	ELEMENTARY EDUCATION
06	ENGLISH
07	FOREIGN LANGUAGES
08	GEOGRAPHY
*09	GENERAL SCIENCE
10	HISTORY
*11	HOME ECONOMICS
13	MATHEMATICS
14	MUSIC
15	PHYSICS
16	POLITICAL SCIENCE
**17	PSYCHOLOGY
*18	PUBLIC SCHOOL NURSING
*19	SOCIAL STUDIES
20	SPEECH AND THEATRE
*21	SPECIAL EDUCATION
23	MEDICAL TECHNOLOGY
24	SOCIOLOGY-ANTHROPOLOGY
26	PHILOSOPHY
27	CRIMINAL JUSTICE ADMINISTRATION
44	UNDECIDED (Gen. Ed.)

* PROFESSIONAL STUDIES ONLY
** ARTS AND SCIENCES ONLY

COUNTY CODES

Adams	001
Allegheny	003
Armstrong	005
Beaver	007
Bedford	009
Berks	011
Blair	013
Bradford	015
Bucks	017
Butler	019
Cambria	021
Cameron	023
Carbon	025
Centre	027
Chester	029
Clarion	031
Clearfield	033
Clinton	035
Columbia	037
Crawford	039
Cumberland	041
Dauphin	043
Delaware	045
Elk	047
Erie	049
Fayette	051
Forest	053
Franklin	055
Fulton	057
Greene	059
Huntingdon	061
Indiana	063
Jefferson	065
Juniata	067
Lackawanna	069
Lancaster	071
Lawrence	073
Lebanon	075
Lehigh	077
Luzerne	079
Lycoming	081
McKean	083
Mercer	085
Mifflin	087
Monroe	089
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Montour	093
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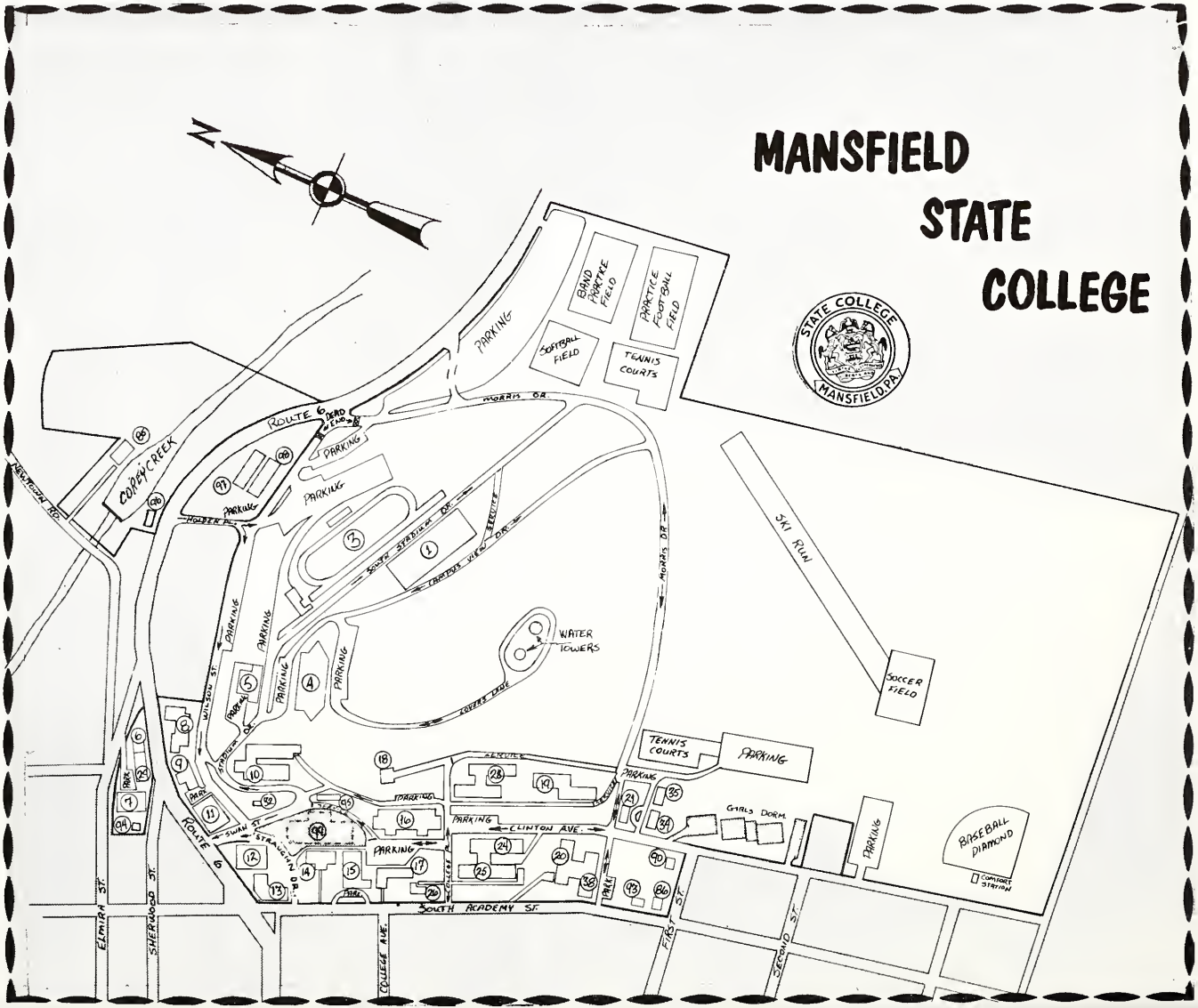
MANSFIELD
STATE
COLLEGE
STATE COLLEGE
MANSFIELD, PA.
N
BAND PRACTICE FIELD
PRACTICE FOOTBALL FIELD
SOFTBALL FIELD
TENNIS COURTS
PARKING
MORRIS DR.
ROUTE 6
DEAD END
COREY CREEK
NEWTOWN RD.
HOLDER PL.
SOUTH STADIUM DR.
CAMPUS VIEW DR.
SERVICE
WATER TOWERS
LOVERS LANE
SKI RUN
SOCCER FIELD
WILSON ST.
STADIUM DR.
SWAN ST.
STRAUGHN DR.
CLINTON AVE.
GIRLS DORM
BASEBALL DIAMOND
COMFORT STATION
SOUTH ACADEMY ST.
ELMIRA ST.
SHERWOOD ST.
COLLEGE AVE.
FIRST ST.
SECOND ST.

KEY

1. Decker Gymnasium
3. Van Norman Field & Fieldhouse
4. Butler Center & Steadman Theatre
5. Allen Hall
6. Boiler Plant
7. Maintenance Building
8. Retan Center
9. Belknap Hall
10. Grant Science Center
11. Recreation Center
12. Straughn Auditorium
13. Home Economics Center
14. Memorial Hall
15. Alumni Hall & Library
16. Manser Hall
17. South Hall
18. The Hut
19. Hemlock Manor
20. Maple Hall "A"
21. Doane Health Center
23. Pinecrest Manor
24. Laurel Manor "A"
25. Laurel Manor "B"
26. President's House
29. Carpenter Shop
32. Greenhouse
34. Catherine Beecher Home Management House
35. Ellen Richards Home Management House
38. Maple Hall "B"
85. Water Filtration Plant
86. Endless Mountains Audio Visual Center
90. Testing & Counseling Center
93. Art House
94. Life Science House
95. Psychology Laboratory
96. Storage Building
97. Hickory Dormitory
98. Oak Hill Dormitory
99. North Hall

existing campus

adjoining land

future developments

MANSFIELD STATE COLLEGE
COMMONWEALTH
OF PENNSYLVANIA
1857